

ED 199 130

SO 013 167

AUTHOR Berman, Sarah; And Others
 TITLE Annotated Bibliography of Materials for Developing Cultural Understanding and Global Awareness in the Elementary School.
 INSTITUTION Arizona State Univ., Tempe. Dept. of Elementary Education.
 SPONS AGENCY Department of Education, Washington, D.C.
 PUB DATE Jul 80
 NOTE 58p.: Some pages may not reproduce clearly in microfiche.
 ECES PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Annotated Bibliographies: Audiovisual Aids: Childrens Literature: *Cultural Awareness: Elementary Education: *Global Approach: Instructional Materials: Periodicals: Reference Materials; Resource Materials: Textbooks
 IDENTIFIERS Arizona

ABSTRACT

To acquaint elementary school educators with instructional and resource materials available on cultural and global awareness, a guide has been prepared which: (1) discusses criteria for selecting materials for use in K-8 cultural awareness programs; and (2). includes an annotated bibliography of materials located in the Project Resource Center housed in the College of Education at Arizona State University in Tempe. Objectives are, specifically, to serve the needs of Arizona educators from model schools involved in a Project in Citizen Education for Cultural Understanding and, more generally, to help educators throughout the nation narrow their search for particular kinds of global/cultural awareness materials. Materials are presented in 11 categories--general theory, background information for teachers, curriculum guide and classroom activities, reports on programs, Your Community in the World/World in Your Community projects, textbooks, children's books, periodicals, audio-visual materials, bibliographies and lists of resources, and supplemental information. For each entry, information is presented on author, title, publisher, publication date, grade level (when appropriate), and an annotation. (EB)

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ANNOTATED BIBLIOGRAPHY OF MATERIALS FOR DEVELOPING
CULTURAL UNDERSTANDING AND GLOBAL AWARENESS IN THE ELEMENTARY SCHOOL

Compiled as part of the

Arizona Project in Citizen Education for Cultural Understanding
Funded under the National Defense Education Act
Title VI, Section 603

Willard M. Kniep, Director
Donald N. Morris, Co-director

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by

Sarah Berman, Project Librarian
Martha Campbell
Kathy Lentz

013167
Arizona State University
Department of Elementary Education
Tempe, Arizona

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July 1980

FOREWORD

There is an abundance of annotated bibliographies and lists of educational resources and materials on almost any subject of relevance to the curriculum. In fact, included herein, is a four page section on other related bibliographies and lists. How then is this list different and how might it be useful to educators, who want to improve the dimensions of citizen education for cultural understanding and global awareness, particularly at kindergarten, through eighth grade levels?

The main purpose for compiling this list is to provide in one integrated document a complete listing and brief description of the variety of materials located in the Project Resource Center housed in the College of Education at Arizona State University in Tempe. Its primary use is for that of the Project staff and Project Leadership Workshop Teams in serving the needs of educators from the four Project Model Schools and over one hundred Project Associated Schools throughout the state of Arizona. Note the items with an asterisk in each section indicate those materials also included in each of the four Model Schools Resource Centers. Thus Arizona educators may use this list as a guide to locate materials in a center possibly more convenient to them than the Project Resource Center in Tempe. (Although materials are not generally available for loan, as part of the Project agreement interested educators are welcome to visit any one of the resource centers to examine and review these materials.)

We trust that this list and its annotations may also be of use to educators associated with other similar projects and schools across the nation. The contents page may help the reader narrow the search for particular kinds of material. However, no claim is made as to the comprehensiveness of the list. It comprises only those materials accessioned and reviewed by Project staff through June 1980. We are continuing the process of selection and inclusion of new materials as we learn of them and as they become available. Should the reader find other items particularly suited to a better understanding at K-8 levels in support of the two following foundational conceptualizations upon which the Project is built, please feel free to share information about such materials with our staff:

1. An increasing awareness of the earth as a single system with interrelated physical and biological subsystems of which humankind is an interdependent part.
2. An increasing awareness of all humankind as one family having the same basic needs, with an understanding that the varieties of human culture are differences of response to these common needs rather than basic differences in human beings themselves.

Donald N. Morris, Project Co-Director
Arizona Project in Citizen Education
~ Cultural Understanding
Payne B-216, College of Education
Arizona State University
Tempe, Arizona
(602) 965-2842

PROJECT MODEL SCHOOLS

and

KEY CONTACTS

MODEL SCHOOL

GALVESTON SCHOOL
661 E. Galveston
Chandler, Arizona 85224
963-2687

HELEN KEELING SCHOOL
435 East Glenn
Tucson, Arizona 85705
887-5500

PINE ELEMENTARY SCHOOL
Box 328
Pine, Arizona 85544
476-3300

SCALES SCHOOL
1115 West 5th Street
Tempe, Arizona 85281
839-7319

LEADERSHIP TEAM

Jane Jones, 6th grade
Jere LeDesky, 5th grade
Barbara Oldham, 1st grade
Karen Thornton, Library/Media

Leigh Heller, 3rd grade
Beatrice Maguire, Principal
Rozella Rodriguez, 2nd grade
Lynn Wood, 5th grade

Clare Denton, K, Music, Drama
Joan King, 2nd grade
Sue Myers, 4th grade

Blanche Douglas, Media Center
Jackie Eden, 3rd grade
Mary Turner, 6th grade

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General Theory

American Council on Education. International Education Project. EDUCATION FOR GLOBAL INDEPENDENCE. American Council on Education 1973. Report with recommendations to the Government/Academic Interface Committee weighted toward the interests of colleges and universities. Describes needs and lists educational programs and research activities.

- * Anderson, Lee F. WHAT ARE GLOBAL PERSPECTIVES. Center for Global Perspectives 1976. Discusses the need for Global Education and some of the competencies needed for functioning in our world- perceiving one's involvement in a world system, in making decisions, making judgments and in exercising influence.
- * Becker, James M., ed. SCHOOLING FOR A GLOBAL AGE. McGraw 1979. Contributions from Lee Anderson who describes an ideal school, Judith Toney who considers psychological and institutional obstacles to global education, Bruce Joyce and Alex Nicholson who discuss the imperatives for global education, David King who describes secondary school programs and Don Morris who does the same for elementary programs. Includes a paper by the editor on the world and the school and an extensive bibliography.

Becker, James M. EXAMINATION OF OBJECTIVES, NEEDS AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. SECONDARY AND ELEMENTARY SCHOOLS. FINAL REPORT. U.S. Office of Education 1969.

The research report identifies needs as defining the structure and objectives of international education, identifying implications for future research and development work in international education, and identifying, mobilizing and coordinating intellectual resources. A curriculum in international education should develop a student's understanding of earth as a planet, then man as a species, and then an international system as one level of human social organization, moving away from a view of fragmentation. Appendices have seminal papers, lists of participants, presentations at conferences, research going on, and organizations in world affairs.

Becker, James M. SUMMARY AND RECOMMENDATIONS FROM 'AN EXAMINATION OF OBJECTIVES, NEEDS AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. SECONDARY AND ELEMENTARY SCHOOLS'. Foreign Policy Association 1969. A rationale and list of objectives for international affairs education that suggests some implications for research, curriculum development, and teacher education.

Brameld, Theodore. TEACHER AS WORLD CITIZEN, SCENARIO OF THE 21ST CENTURY. ETC Publication 1976. Proposes a new education to meet the needs of our world twenty-five years hence, seeing the development of a world community of nations, of a democratic ecosystem, renewal of humankind, globally oriented education; then tells how civilization arrived at his projected utopia.

California Council for United Nations University and World University in Ojai. EDUCATION FOR A GLOBAL SOCIETY, REPORT OF A SEMINAR, January 20, 1979, Pasadena. California Council for UN University 1979. Speakers discuss the need for global education and describe many projects, mostly college level or having community emphasis, which are going on now. Includes resource lists.

Collins, H. Thomas. GLOBAL EDUCATION AND THE STATES: SOME OBSERVATIONS, SOME PROGRAMS, AND SOME SUGGESTIONS. Council of Chief State School Officers 1978.

Attempts to take a look at the field from the viewpoint of state education departments, describe a number of interesting and innovative programs underway and make a number of suggestions about things states might do to improve the chances that global education will be incorporated into school programs.

Council of Chief State School Officers. PROCEEDINGS OF THE PINEHURST CONFERENCE IN GLOBAL PERSPECTIVES IN EDUCATION FOR CHIEF STATE SCHOOL OFFICERS, PINEHURST, N.C., APRIL 4-6, 1977. Council of Chief State School Officers 1977.

Conference at which the participants considered the need for global perspectives on education and at the end of which were urged to go home and prepare plans for their own states for developing global education programs.

Foreign Policy Association. INTERNATIONAL EDUCATION FOR SPACESHIP EARTH. Foreign Policy Association 1970.

Offers a digest of a report prepared for the U.S. Office of Education on needs and priorities in international education. describing curriculum projects, innovations in teaching methods, resources, strategies for change with a sample unit on the multinational corporation for secondary school and a proposal for developing elementary units using the analogy of a spaceship for earth.

* GLOBAL PERSPECTIVES IN EDUCATION, QUESTIONS PEOPLE ASK. Global Perspectives in Education nd.

Twenty of the most commonly asked questions about the need for a global perspective in education along with the organization's responses beginning with a definition and concluding with a discussion of the program's costs. A good pamphlet for citizen support development.

* Goodlad, John L. TOWARD A MANKIND SCHOOL. McGraw-Hill 1974.

Describes a humanistic education program dependent upon strong interpersonal relationships and appropriate subject matter translated into curriculum and pedagogical procedures tested by students and teachers in an experimental summer program at University Elementary School, UCLA. Offers reflections on the project and suggests implications for the future. Has an extensive bibliography.

* Hanvey, Robert G. ATTAINABLE GLOBAL PERSPECTIVE. Center for Global Perspectives 1979.

An effort to define global perspective as having a 'state of the planet' awareness, cross cultural awareness, knowledge of global dynamics, and awareness of human choice.

Hayden, Rose L. YANKEE GO WHERE? ENHANCING GLOBAL EDUCATION. Presented at the 59th Annual Meeting of the National Council for the Social Studies, Nov. 23, 1979, Portland, Oregon.

Discusses the reasons for globalizing education: elemental survival, humanitarian need for shared brain power, need for mental health; and the response of American education where less than 1% of the college-aged population enrolls in international studies programs and only 1% of the faculty goes abroad each year.

Henderson, George, Ed. EDUCATION FOR PEACE, FOCUS ON MANKIND. Association for Supervision and Curriculum Development 1973.

Presents the issues of war and peace, attempts to prod parents and teachers to teach children about peace and encourages all people to lead peaceful lives. Offers numerous references and many statistics to aid individuals who are trying to improve their effectiveness as educators for peace.

Hill, Russell A. CONCEPTUALIZATION OF CITIZEN EDUCATION. Research for Better Schools 1978.

A rationale for developing a citizenship education program with a series of issues to be considered in that development. Seems to focus on a more traditional nationalistic approach although issue areas may be given global emphasis by developers of a program in a local school.

HISTORY OF CITIZEN EDUCATION, COLLOQUIUM PAPERS, PHILADELPHIA APRIL 19-20, 1978. Research for Better Schools 1978.

Papers trace the path of citizen education in this country, identifying major and/or important influences and developments in that history, drawing inferences to help guide and shape current reconceptualizations and programs in the fields.

Ilchman, Alice S. THE ICA AND INTERNATIONAL EDUCATION, STATEMENT before the Subcommittee on International Operations, Committee on International Relations, House of Representatives, August 8, 1978.

Discusses the need for better education of Americans who may hold foreign service posts or simply be travelling abroad. Sets priorities for developing the ICA as a clearinghouse on international exchanges by computerizing data and record keeping, information sharing and compiling a government-wide inventory of international education programs.

James, Preston C. ONE WORLD PERSPECTIVE. James 1965.

Develops the concepts that changes in technology have revolutionized man's use of resources and changes in social and political institutions have revolutionized the status of the individual human beings. Explores this in eleven cultural regions.

Kenworthy, Leonard S. INTERNATIONAL DIMENSION OF EDUCATION. Association for Supervision and Curriculum Development 1970.

Uses a description of the world of the foreseeable future as a rationale for the need for internationalism. Offers some practical suggestions for infusion of international education in the schools with particular suggestions for both elementary and secondary grades. Discusses the international dimension of teacher education.

- * Leestma, Robert. EDUCATION FOR A GLOBAL AGE. 'Vital Issues', March 1979. Discusses the elements of global education- unity and diversity of mankind, international human rights, global interdependence: growth vs. equilibrium, underdevelopment and instability, conflict and conflict resolution, intergenerational responsibility and international cooperation. Consideration of why global education is important and the challenge it affords.
- * Mehlinger, Howard D. GLOBAL STUDIES FOR AMERICAN SCHOOLS. National Education Association 1979. Rationale, approaches and teaching strategies are provided through sample lessons for six units of study: Planet Earth, Families, Community, Food and Energy, Working, and Human Rights. Offers suggestions for program evaluation and resources.
- * Michigan. Department of Education. GUIDELINES FOR GLOBAL EDUCATION Michigan Department of Education 1978. Brief definition of global education and accompanying concerns along with appropriate strategies, procedures and resources to foster global programs.
- Morehouse, Ward. NEW CIVIC LITERACY: AMERICAN EDUCATION AND GLOBAL INTERDEPENDENCE. Aspen Institute for Humanistic Studies 1976. Discusses the need for global education, what is being accomplished, and projects a six-point program of action.
- Mulla, Robert. NEED FOR GLOBAL EDUCATION. Global Interdependence Center nd. Emphasizes that since World War II there has been a new-advent of history that has forced interdependency of nations. Traces the history of this concept.
- Overly, Norman V. GLOBAL STUDIES, PROBLEMS AND PROMISES FOR ELEMENTARY TEACHERS. Association for Supervision and Curriculum Development 1976. Offers a rationale and frameworks for conscious deliberative action with a perspective on global studies, an approach, suggestions for leadership and procedures and a resource guide.
- * Pennsylvania Department of Education. CURRICULAR DIMENSIONS OF GLOBAL EDUCATION. Research for Better Schools 1979. A series of papers that consider global education in relation to various disciplines and special areas like early childhood education. Recognizes the implications for curriculum and school organization and suggests the possibilities for integrating global education or using global education as a vehicle for integrating subject matter.
- * Reardon, Betty. CHILD AND WORLD ORDER. Whole Earth Papers 1979. Reflections on the International Year of the Child and concerns of children in the present and future, expressing the hope that a positive future will overcome destructive forces through the development of a transnational community.

Reischauer, Edwin O. TOWARD THE 21st CENTURY: EDUCATION FOR A CHANGING WORLD. np. 1974.

Describes international problems, pollution, exhaustion of natural resources, overpopulation and says they can be solved by international negotiations supported by informed citizens who have been educated in a new and different way.

Remy, Richard C. INTERNATIONAL LEARNING AND INTERNATIONAL EDUCATION IN A GLOBAL AGE. National Council for the Social Studies 1975.

Presents research findings on pre-adult political learning, attempts delineation of alternative frameworks for viewing the world to make educators more self-conscious about the world views that underly their teaching. Considers the implications of current scholarship in designing programs.

Rogers, William C. GLOBAL DIMENSIONS IN U.S. EDUCATION. Center for War/Peace Studies. 1972.

Part 3 which focuses on elementary education (by Judith Torney and Don Morris) is of most interest. Reviews recent findings on attitude formation in elementary school children and includes a description of elementary school programs in international education. Part 4 focuses on adult activities but also has critical evaluations and recommendations for future action.

Seymour, R. P. LIFE LONG EDUCATION IN A WORLD PERSPECTIVE. Omni Print Services 1978.

A report with selected papers from the World Conference on Education at Istanbul, August 1977. All papers included are related to the title theme.

Shane, Harold G., ed. UNITED STATES AND INTERNATIONAL EDUCATION. University of Chicago Press 1969.

Considers emerging directions of international education, agencies of change in development education, interacting powers and forces on the international scene, and implications of international education for new practices in U.S. schools. Has a strong emphasis on university education with considerable comparative education.

Shaver, James P. BUILDING RATIONALES FOR CITIZENSHIP EDUCATION. National Council for the Social Studies 1977.

Aid for teachers in re-examining the assumptions underlying curricular and teaching decisions, particularly in view of building rationales for citizenship education. Proposes moving citizen education outside school walls to permit participation in community life.

Shoemaker, Dennis E. GLOBAL CONNECTION: LOCAL ACTION FOR WORLD JUSTICE. Friendship Press 1977.

Handbook reports on the results of projects with local involvement linking local and global concerns. Focus on issues of global economic justice and involvement in action projects that educate. Reviewing methods that are replicable and may serve as a model. Has a Christian religious bias.

Spivey, J. Carlisle. **DOES IT WORK? EVALUATION GUIDELINES FOR GLOBAL STUDIES TEACHERS.** Global Development Studies Institute 1977. Designed to provide guidelines to help the individual teacher at high school and college levels interested in evaluating his global education program.

Torney, Judith V. and Donald N. Morris. **GLOBAL DIMENSIONS IN U.S. EDUCATION: THE ELEMENTARY SCHOOL.** Center for War/Peace Studies 1972. A two part 52 page booklet published cooperatively by the International Studies Association, the American Political Science Association and the Center for War/Peace Studies (now the Center for Global Perspectives). Outlines general theory of Global Education as applied to child development and elementary school curriculum with reviews of selected elementary school programs throughout the United States.

Tye, Kenneth A. **REPORT OF GLOBAL EDUCATION DATA FROM 'STUDY OF SCHOOLING'.** National Council for the Social Studies Conference, Portland, Oregon, November 22, 1979.

Presentation of data from 'A Study of Schooling' on student attitudes and experiences, curricula of the school, work environment of teachers and other adults, and the expectations and perceptions of parents. The inquiry included nationalism of students, teachers, and parents and global knowledge of students.

- * Tye, Kenneth A. **SCHOOL CLIMATE AND THE DEVELOPMENT OF A GLOBAL PERSPECTIVE.** Center for Global Perspectives 1976. Discusses the importance of school atmosphere in developing global perspectives, seeing most hope for one where continuous change and renewal occurs.

Utah. State Board of Education. **POSITION PAPER.** Utah State Board of Education 1976.

Defines international education and offers seven statements of objectives for incorporating it in the curriculum.

- * World Federalists Association. **CITIZENS FOR GLOBAL EDUCATION.** World Federalists Association 1979. A manual designed to help lay citizens work with professional educators and others in encouraging and supporting global education within their community. Includes suggestions for involvement as well as sample curricula.
- * World Studies Project. **LEARNING FOR CHANGE IN WORLD SOCIETY, REFLECTIONS, ACTIVITIES, AND RESOURCES.** World Studies Project 1976. Has readings about aspects of contemporary world society and about problems and possibilities in schools, describes some classroom strategies for bringing abstract ideas down to earth and involving students actively, and provides a resource list and glossary.

Background Information for Teachers

Abraham, Herbert J. **WORLD PROBLEMS IN THE CLASSROOM.** UNESCO 1973. A textbook with the goal of facilitating teaching about the major problems of the world and what is being done within the system to deal with them.

American Friends Service Committee. **SELECTED PAMPHLETS ON HUMAN RIGHTS.** AFSC 1979/80. Reprints of speeches, newspapers, bibliographies, brochures from organizations detailing oppression abroad and U.S. support of it. Presentation from the viewpoint of the victims of human rights violations.

* Association for Childhood Education International. **CHILDREN AND INTERNATIONAL EDUCATION.** ACEI 1972. A packet of booklets with articles on Some Minorities Speak Out, Overview and Research, and Are There Unwelcome Guests in Your Classroom?

* Association for Childhood Education International. **CHILDREN AND INTERNATIONAL EDUCATION.** ACEI nd A collection of essays to be used in developing a plan of action in international education for teachers and children with whom they work. Includes some resources for implementing ideas.

* Benson, Delwin E. **HELPING WILDLIFE: WORKING WITH NATURE.** Wildlife Management Institute 1977. Chapters on Nature's Ways, Foundations for life, Habitat, Population dynamics, What wildlife managers do, along with a guide to additional sources of information.

Bolam, David W. **WORLD STUDY ACTION.** Trans-Cultural Teacher Education Project 1976. Report of the Project Planning Working Party which met at the University of Keele to develop units for teacher training classes to promote a world outlook. University participants represented the University of Hong Kong, University of Ibadan, Nigeria, University of Indiana, and University of Keele.

Boulding, Elise. **WOMEN, THE FIFTH WORLD.** Foreign Policy Association 1980. An essay on the place and role of women in a global perspective and the need for care that women do not get caught up in development for the sake of development, becoming a marginal labor force in yet another part of the world.

Brown, Lester R. **WORLD WITHOUT BORDERS.** Vintage Books 1972. Aims to provide a global perspective for considering the future using the topics: the environmental crisis, keys to our future, creating a global economy, a global infrastructure, and a global transit system.

Bryan, Sam. **EFFECTIVE USE OF FILMS IN SOCIAL STUDIES CLASSROOMS.** National Council for the Social Studies 1977. Offers a rationale for the use of films and discusses different types, suggesting guides for selection and places to obtain them. Also covers teacher preparation for showing the film, behavior during its showing and discussion afterwards.

Buergenthal, Thomas. **INTERNATIONAL HUMAN RIGHTS AND INTERNATIONAL EDUCATION.** U.S. National Commission for UNESCO 1976. Brings together for educators the fundamental documents, related analysis and summaries of relevant educational research and experience on international human rights. Analyzes the instruments and systems for regional and international protection of human rights. Review of student materials considers secondary only.

California. State Department of Education. **GUIDE FOR MULTICULTURAL EDUCATION, CONTENT AND CONTEXT.** California State Dept. of Education 1977. Explores the rationale for multicultural education, its needs and goals, the school setting it requires, the necessary processes of instructional planning and staff preparation. Offers a list of references and sample documents.

Canada Studies Foundation. **AN ECONOMIC STRATEGY FOR CANADA.** Canada Studies Foundation 1978-79. Third volume of the Walter L. Gordon Lecture Series that examines and assesses the current economic role of Canada.

* Cleaveland, Alice Ann. **UNIVERSALS OF CULTURE. Global Perspectives in Education** 1979. A handbook for studying cultures using conceptual tools called 'culture universals' i.e. Material culture, the arts, play and recreation, language and non-verbal communication, social organization, social control, conflict and warfare, economic organization, education and world view.

Collier, Anne B. **ENERGY IN AN INTERDEPENDENT WORLD, A GLOBAL DEVELOPMENT CASE STUDY.** Global Development Studies Institute 1979. An introduction to the energy issue, scientific and historical background, analysis of ecological, economic, political and social elements of the issue with an exploration of the technological and foreign policy alternatives for the future.

CULTURAL PLURALISM AND CITIZEN EDUCATION. Research for Better Schools 1978. A symposium discussion in Washington, D. C., February 10, 1978, that addresses the questions: What implications does ethnic pluralism have for citizen education? What is the school's responsibility for teaching the implications of ethnic pluralism in citizen education programs? What immediate action might schools take regarding instruction in the elements of ethnic pluralism as an element in citizen education?

Davis, Florence V. **MULTICULTURAL EDUCATION FOR PRACTITIONERS.** Research for Better Schools 1979. Offers a history and overview of multicultural education, guidelines for presenting it in the school, community resources, printed bibliographies, curricula, evaluation materials and resources in the practitioner's own school.

Eckenrod, James S. THINKING ABOUT INTERDEPENDENCE, CONFLICT, COMMUNICATION AND CHANGE. Center for Global Perspectives 1976.

Considers the kind of thinking students are capable of at different stages of their intellectual development in terms of teaching them concepts of interdependence, conflict, communication and change.

Education Commission of the States. National Assessment of Educational Progress. REPORTS. National Center for Education Statistics. Statistical reports on the way U.S. students are meeting the objectives for achievement in curriculum areas: CITIZENSHIP OBJECTIVES FOR 1974-75 ASSESSMENT; BASIC LIFE SKILLS, TECHNICAL REPORT; CHANGES IN SOCIAL STUDIES PERFORMANCE, 1972-76; CHECKUP, A NATIONAL ASSESSMENT OF HEALTH AWARENESS; SCIENCE TECHNICAL REPORT; SOCIAL STUDIES OBJECTIVES; SOCIAL STUDIES TECHNICAL REPORT; TEENAGE CONSUMERS, A PROFILE.

* Educational Research Quarterly. FUTURES IN EDUCATION. University of Southern California 1977.

Journal issue focusing on futurism in education in Diffusion of a new discipline, Beyond bounded solutions, Orienting education to the future, Organizing education for the future, Immediate future of the federal role, Educational leadership and the emergent future, and Tomorrow's curricular priorities.

Educational Development Center. Social Studies Program. YORUBA BROWN. YORUBA BLUE. Educational Development Center 1972.

An introduction to different kinds of Yoruba art. Sculpture, masks, and carved figures which have been made in memory of a person or god are found in YORUBA BROWN, while YORUBA BLUE describes cloth making with directions for tie-dying and starch-dying that are easy to follow.

Foreign Policy Association. A CARTOON HISTORY OF U.S. FOREIGN POLICY, 1776-1976. Foreign Policy Association 1975.

A political history that also traces the development of editorial cartoons in the United States.

Foreign Policy Association. GREAT DECISIONS 1980. Foreign Policy Association 1980.

Contains a discussion of some of the issues of importance in 1980: the Mideast, the UN, energy.

Foreign Policy Association. SALT II. Foreign Policy Association 1979.

Traces the history of the SALT agreements and presents pertinent related issues.

Fyson, Nance Lui. DEVELOPMENT PUZZLE: SOURCEBOOK FOR TEACHING ABOUT THE RICH WORLD/POOR WORLD DIVIDE AND EFFORTS TOWARD WORLD DEVELOPMENT. Parnell House 1974.

Background information, suggestions and resources for teaching about developing countries at the elementary and secondary levels. Has six major sections: background information on developing countries, how trade, industrialization, educational attitudes and values fit in with teaching about the Third World in geography, history, english, and other subjects, games, conferences and speakers on development, and materials for classroom use.

* Gabel, Medard. GAMES/INTERACTIVE LEARNING ENVIRONMENTS. Earth Metabolic Design 1977.
Outlines of nine simple interactive learning situations to be used to facilitate learning new skills, attitudes, values and information needed to deal effectively with problems confronting humanity.

Guerriero, Carl A. ARE COMMONWEALTH STUDENTS RESPONSIBLE CITIZENS? Research for Better Schools 1979.
A report for the Pennsylvania State Assessment Program that evaluates involvement in the political process, law-and-order related behaviors, respect for authority, concern for the welfare of others and responsibility for actions. From 1974 to 1976 the results of testing showed a decline in scores on citizenship measures and the author discusses some correlations from which hypotheses might be made.

Haavelsrud, Magnus. EDUCATION FOR PEACE: REFLECTION AND ACTION. IPC Science and Technology Press 1974.
Contains the proceedings of the first World Conference of the World Council for Curriculum and Instruction at the University of Keele. Major issues include peace education, reports on action projects, reflections on the parameters of education for peace.

* Hall, Susan J. AFRICA IN U.S. SCHOOLS, K-12. African-American Institute 1978.
Report of a survey of African studies at the pre-college level in California, Michigan, New Jersey, New York, North Carolina and Wisconsin.

Hansen, Roger D. U.S. AND WORLD DEVELOPMENT: AGENDA FOR ACTION, 1976. Hansen 1976.
Selected policy issues: the crisis of interdependence, world food situation and U.S. role, a global approach to the energy problem, the poverty-affluence spectrum.

Harding, Harry. CHINA AND THE U.S., NORMALIZATION AND BEYOND. Foreign Policy Association 1979.
Discusses U.S.-China relationships, trade, the future of Taiwan, and other relevant issues.

Hoopes, David. INTERCULTURAL SOURCE BOOK. Society for Intercultural Education Training and Research 1979.
Approaches help the trainee experience or encounter perceptual and value differences, respond to them, and integrate the resultant learning into their own patterns of thinking and behaving. Methods include role-playing, simulations, cultural assimilation, self-awareness inventories, workbook approaches, critical incidents, case studies, group exercises and area-specific training.

Isaacs, Harold R. POWER AND IDENTITY. Foreign Policy Association 1979.
A statement on group identity and nationality and the implications for political policy.

Juncker, Sigrid. CIVIC LITERACY FOR GLOBAL INTERDEPENDENCE, NEW CHALLENGE TO STATE LEADERSHIP IN EDUCATION. Council of Chief State School Officers, Committee on International Education 1976.
A survey of activities of State Education Agencies; some strategies for change in International Education; case studies of four projects in International/Intercultural Education.

King, Edith W. WORLDMINDEDNESS, THE WORLD, CONTEXT FOR TEACHING IN THE ELEMENTARY SCHOOL. Wm. C. Brown Co. 1971.

A rationale for teaching worldmindedness in the elementary school with suggestions for infusion into all facets of the curriculum. Discusses uses for local resources, and projects needs in teacher education. Has extensive bibliography.

* Kinghorn, Jon Rye. GUIDE TO FOUR ESSENTIAL THEMES. North Central Association Commission on Schools 1979.
A curriculum guide for infusing global awareness into classrooms that explains needs and carefully plots procedures for infusion in every area of study.

Kinghorn, Jon Rye. HANDBOOK FOR GLOBAL EDUCATION, A WORKING MANUAL. Kettering Foundation 1977.

A guide for conducting a five-day workshop with a school, church or community group with the goal of clarifying what individuals wish to do in the area of global concerns.

* Kinghorn, Jon Rye. IMPLEMENTATION GUIDE. North Central Association Commission on Schools 1979.
Suggests processes for implementing total program through gaining school staff commitment and examining curriculum in terms of potential for infusion with global concerns.

* Kinghorn, Jon Rye. STEP-BY-STEP GUIDE FOR CONDUCTING A CONSENSUS AND DIVERSITY WORKSHOP IN GLOBAL EDUCATION. North Central Association Commission on Schools 1979.
Rationale and planning for a workshop, procedure for two days, readings handouts, evaluation, time lines, sample schedules.

* Larkin, Robert P. HOW TO TEACH MAP & COMPASS SKILLS. National Science Teachers Association 1976.
Map games and exercises, activities to teach compass skills, and an introduction to the sport of orienteering for use in the classroom or out of doors.

* Lentz, Theo F. ALL TOGETHER, MANUAL OF COOPERATIVE GAMES. Peace Research Laboratory 1950.
Presents games having the features of simultaneous finish, coordinated manipulation, rotation, equal division, and predetermined score and a discussion of the effects of these games on different types of children.

- * Lewis, Deborah. FROM THE WALLS OF ANCIENT TOMBS. University Art Museum, University of Texas, Austin 1977. Describes two Chinese art forms- murals on ancient tombs and calligraphy and tells how students might try them.
- Livingston, Samuel A. SIMULATION GAMES: AN INTRODUCTION FOR THE SOCIAL STUDIES TEACHER. Free Press 1973. Includes chapters on using and designing simulation games. Complete materials for one game, the Inner-City Housing Game, are included. Compares simulation games to other educational media and summarizes research information on their effectiveness.
- Lockwood, Alan L. VALUES EDUCATION AND THE STUDY OF OTHER CULTURES. National Education Association 1976. An outline of five major approaches to values education with lesson plans or sketches showing how the study of other cultures could be carried out in a way consistent with each approach. The approaches include values clarification, moral development, values analysis, public issues, and Wilson's moral education.
- Maidment, R. S. SIMULATION GAMES: DESIGN AND IMPLEMENTATION. Merrill 1973. Offers a step-by-step approach to game processes, intricacies and construction. Appendix has a game, Pollution Control, for you to try. Final chapter offers assistance and inspiration for creating your own games.
- Mehlinger, H.D. TEACHING SOCIAL STUDIES IN OTHER NATIONS. National Council for the Social Studies 1979. Examines questions such as What does social studies mean in other nations? What is the relationship between social studies and citizenship education? What are the major issues in the social studies of other nations?
- * National Association of Independent Schools. INTERNATIONALIZE YOUR SCHOOL. NAIP 1977. Suggestions for infusing a global emphasis that generally focus on study abroad programs for secondary schools.
- National Council for the Social Studies. CURRICULUM GUIDELINES FOR MULTIETHNIC EDUCATION. NCSS 1976. Defines ethnic pluralism and contains a list of curriculum guidelines for multiethnic education and a checklist for evaluating multiethnic programs.
- Nesbitt, William A. DATA ON THE HUMAN CRISIS, TEACHERS GUIDE. University of the State of New York State Education Department 1972. Assumes the availability of data sheets giving statistics validating the assertion that there is an urban crisis. Guide alone of no use.
- * Nesbitt, William, ed. TEACHING GLOBAL ISSUES THROUGH SIMULATION. Global Perspectives in Education 1974. Following a general introduction to games, introduces several games focusing on global concerns and includes a list of commercial games and a bibliography.

- * Pellowski, Anne. **WORLD OF STORYTELLING.** R. R. Bowker 1977.
A detailed discussion of the origins of storytelling encompassing the world's oral traditions both ancient and modern and detailing different types of storytelling- bardic, folk, religious, theatrical, library and institutional, and camp, park, and playground storytelling. Offers guides for training storytellers and discusses format and style. Has extensive bibliography.
- People's Republic of China. **PEASANT PAINTINGS FROM HUHSIEN COUNTY.**
People's Fine Arts Publishing House 1976.
Paintings showing the daily activities of peasants on a Chinese farm commune.
- Sanders, Nicholas M. **OBTAINING MEASURES OF CITIZEN EDUCATION GOALS.**
Research for Better Schools 1979.
Presents a procedure for obtaining measures of citizen education goals in a systematic and defensible manner for use in assessments of school programs.
- Schrank, Jeffrey. **TEACHING HUMAN BEINGS: 101 SUBVERSIVE ACTIVITIES FOR THE CLASSROOM.** Beacon Press 1972.
A collection of activities aimed toward alerting students to needed societal changes including a section on 'Hidden Assumptions' which includes some cultural assumptions and another on 'Violence and the Violated'.
- Sidel, Ruth. **FAMILIES OF FENGSHENG.** Penguin Books 1974.
A firsthand account of how the Chinese organize their city neighborhoods to provide social services for all. The Chinese approach avoids the alienation prevalent among populations in the West.
- * Sister Cities International. **ESTABLISHING A SISTER CITY SCHOOL AFFILIATION PROGRAM.** Sister Cities International nd.
Describes the Sister City School Affiliation Program and the steps to be taken for organizing one. The Program provides contacts between schools in the United States and countries abroad.
- Texas Education Agency. **CITIZENSHIP, A STATEWIDE ASSESSMENT IN TEXAS.**
Texas Education Agency nd.
Describes a project designed to measure student achievement in reading, math, writing and citizenship conducted in response to legal and policy directives from the Texas Legislature and Board of Education. Norm reference, criterion reference, and test exercises were used to compare 9, 13, and 17-year-old students with the national assessment.
- Tinbergen, Jan. **RIO, RESHAPING THE INTERNATIONAL ORDER, A REPORT TO THE CLUB OF ROME.** Dutton 1976.
Discusses the need for a new international order and the main problem areas which will serve as deterrents; provides the architecture of the new international order; Suggests ways of initiating and steering the process of planned change, and offers proposals for action. Includes technical reports to support proposals.

- * Trefethen, James B. AMERICAN LANDSCAPE, 1776-1976, TWO CENTURIES OF CHANGE. Wildlife Management Institute 1976. A history of man's influence on his landscape through two centuries of dredging, gouging, building and changing.
- * United Nations Association of the U.S.A. ABC'S OF THE UN. UNA-USA 1979. A brief history, outline of structure, description of specialized agencies, a sampling of accomplishments, and a discussion of misconceptions about the organization.

United Nations Association of the U.S.A. REFERENCE GUIDE TO THE UNITED NATIONS. UNA-USA 1978.

An organization guide to the structure and financing, principal organs, specialized agencies, voluntary programs and subsidiaries, information charts and personnel with yearly updates. Provides addresses and names of directors along with functions and activities for subsidiary groups.

U.S. Department of Commerce. Bureau of Economic Analysis. ASPECTS OF INTERNATIONAL INVESTMENT. U.S. Dept. of Commerce 1979.

Three reprints from the 'Survey of Current Business' relating to international investment.

U.S. Department of Commerce. A BASIC GUIDE TO EXPORTING. U.S. Dept. of Commerce 1976.

Information for businessmen who do exporting on assessing export potential, locating foreign representatives, financing, shipping, promoting sales overseas, and manufacturing overseas.

U.S. Dept. of Health, Education and Welfare. OPPORTUNITIES ABROAD FOR TEACHERS, 1980-81. U.S. Dept. of Health, Education and Welfare 1980. Describes requirements for application and conditions of exchange, listing exchange programs by country. Also includes teaching seminars.

WESTERN FOREST WILDERNESS QUIZ. Western Wood Products Association 1977.

In quiz form, provides information on the history, formation and use of wilderness areas.

Wildlife Management Institute. PLACING WILDLIFE MANAGEMENT IN PERSPECTIVE.

Wildlife Management Institute nd.

An appeal for public support of the efforts of government agencies in maintaining populations of wild animals.

Wilson, Cathy. GUIDE TO GAMES AND SIMULATIONS FOR TEACHING ECONOMICS. 3d ed. Joint Council on Economic Education 1979.

An annotated list of games and simulations in economics accompanied by information on research studies, other relevant bibliographies, current journals and newsletters as well as current addresses of game producers.

Wolto, Robert, Ed. WORLD DISARMAMENT KIT. World Without War Issues Center 1977.

Discusses the need for global education, offering information about the arms race, contending perspectives on it, proposals for reversing it, international agreements, international organizations interested in disarmament, and looks toward a peace initiatives strategy.

* Yamamoto, Kaoru, ed. CHILDREN IN TIME AND SPACE. Teachers College Press 1979.

Explores the development of children's understandings of time and space and discusses their implications for teaching and learning in schools.

Curriculum Guides and Classroom Activities

- * Abruscato, Joe. EARTH PEOPLE ACTIVITY BOOK. Goodyear 1978 (k-8) Activities, games, bibliographies, puzzles, and arts and crafts related to people and the earth they live on as described by psychology, social and cultural anthropology, history, ecology, geography, geology, with projections of the future.
- * Ainsworth, Barbara A. SITE LOCATION OF WORLD CITIES, CLASSROOM APPROACH. Social Studies School Service nd. (5-9) Contains activities to help students realize that different time periods and different world cultures have had varying basic city site requirements.

Akland, Robert F. CITY EXPERIENCES: FOCUS ON MODERN INDIA. New York State Education Department 1978. (7-12) A unit of study requiring about five class periods to make students aware of the modernization that is affecting urban families as seen in their use of modern consumer conveniences. Emphasis on economic conditions rather than on related social or cultural changes.

Amidei, Rosemary, comp. ENVIRONMENT, THE HUMAN IMPACT, SELECTIONS FROM 'SCIENCE TEACHER'. National Science Teachers Association 1973 (k-6) Personal perspectives on the nature and scope of the environmental problem, relevant background material, course descriptions and curricula, research projects and classroom ideas, and book reviews and notes about other available materials.

- * Aquino-Mackles, Alexis. MYSELF AND OTHERS. Global Perspectives in Education 1979. (k-6) Classroom tested activities for elementary grades to help children become aware of interconnections between themselves and others, develop a positive self-image and a good feeling about groups to which they belong, recognize the importance of cooperation, become more familiar with conflict in a non-threatening way, develop a mental image of systems and understand how they can make sense of new experiences.

Arizona. Department of Education. TEACHERS RESOURCE GUIDE FOR ENVIRONMENTAL EDUCATION. 2d ed. Arizona Dept. of Ed. 1978. (k-8) A guide to information, suggestions and activities for supplementing your existing curriculum, arranged by curriculum area and grade level, to encourage student understanding of natural resources, natural processes and the problems created in the use and misuse of man's heritage.

Avent, Gladys Ford. GEOGRAPHY OF STYLE: HATS AND HEADWEAR IN THE MIDDLE EAST. National Council for Geographic Education nd. (4-7)
 A unit in which students are presented drawings of headwear of the people in the Middle East and asked to identify similarities and differences to help them become aware of how varied perceptions and generalizations may be about the same realities and how changes in generalizations may occur when perceptions are enriched.

Banks, James A. TEACHING THE BLACK EXPERIENCE. Fearon Publications 1970. (6-12)

After establishing a rationale for teaching the black experience, explores ways to organize lessons, offers promising approaches to historical periods: Early West Africa, Slavery, Civil War and Reconstruction, and Post-Reconstruction. Includes extensive list of resources.

* Barnet, Judith M. CULTURE'S STOREHOUSE, BUILDING HUMANITIES SKILLS THROUGH FOLKLORE. Global Perspectives in Education 1978. (3-6)
 Defines a folktale in terms of its variety and purpose, discusses folk wit and wisdom, explores being on one's own and the need for the wisdom that comes from experience, and describes the use of folktales to explain how things came to be.

Barnet, Judith M. FUTURIZING YOUR CURRICULUM. J. Barnet Assoc. 1979. Activities for participants in an Alternative Futures in Education Conference to develop an awareness of the possibility that life styles are undergoing significant change and people around the world need to deal with the phenomenon.

Bay Area China Education Program. RABBIT ON THE MOON: FOLKTALES FROM CHINA AND JAPAN. Stanford University 1979. (3-6)
 A teaching unit consisting of eight folktales from China and Japan. Includes skill development exercises and follow-up activities, with 'Create a Folktale' as a final activity.

Benegar, John. TEACHING WRITING SKILLS, A GLOBAL APPROACH. Center for Teaching International Relations 1978. (6-12)
 Activities to reinforce the concepts of interdependence, perception, conflict, cultural awareness, language and human rights while using and practicing writing skills.

Bliss, Betsy. CONCERN: POVERTY. Silver Burdett 1970. (7-12)
 Discussion provoking photographs and text raise questions about the growing distance between the rich and poor and a responsible attitude toward the needs of the poor.

Bliss, Betsy. CONCERN: RACE. Silver Burdett 1970. (7-12)
 Discussion provoking photographs and text to generate questions about the role of minorities in our society and the behavior of the majority toward them.

Branson, Margaret S. GLOBAL PERSPECTIVES: HUMAN DIMENSION, PT. 1, SELF-KNOWING AND HUMANITY-KNOWING. Center for Global Perspectives 1977. (7-12) Sample lessons show ways of adding a humanistic perspective to four diverse topics: Colonialism in Africa, Sports, Scientific Discovery, and Human Rights.

* Branson, Margaret S. GLOBAL PERSPECTIVES: HUMAN DIMENSION, PT. 2, PLANET-KNOWING AND PLANET-CARING. Center for Global Perspectives 1977. (7-12) Teaching materials emphasizing relationships among the self, other people and the world.

Bryant, Harrison. GATEWAYS TO THE WORLD. National Council for Geographic Education nd. (6-8) A teaching unit designed to give students an awareness of economic growth and commodities handled at two Oregon ports.

* Bullard, Betty. GLOBAL PERSPECTIVES THROUGH ASIAN EXPERIENCES. Center for Global Perspectives 1978. (7-12) A re-examination of our views of our place in the world by looking at the values and historical connections expressed in Asian legends, literature and languages, maps, ceramics, current headlines, and assumptions about human relationships that are revealed in decision-making styles.

Center for Teaching about China. PEOPLE'S REPUBLIC OF CHINA: A COMPREHENSIVE TEACHING PACKET FOR GRADES 2-4. Center for Teaching About China nd. (2-4) A packet including background information, sheets for duplication, activities and games to further understanding of the People's Republic of China.

Center for Teaching about China. TEACHER'S INTRODUCTION TO THE PEOPLE'S REPUBLIC OF CHINA: A BASIC PACKET. Center for Teaching about China nd. A collection of booklets with economic and sociological information on the People's Republic of China.

* Center for Teaching International Relations. A COMPARATIVE VIEW OF COMMUNICATIONS. Center for Teaching International Relations 1976. (4-12) Offers exercises in learning how human beings succeed or fail in communicating with units on Human Language, the Power of Words, Communicating Across Culture, and Communication and Conflict.

* Center for Teaching International Relations. TEACHING ABOUT ENERGY AWARENESS. Center for Teaching International Relations 1978. (5-8) Thirty-three activities designed to complement existing curricula related to energy and environmental issues, focusing on creating an awareness of the problem and an examination of the impact of current energy consumption patterns.

* Chase, Josephine. MULTICULTURAL SPOKEN HERE, DISCOVERING AMERICA'S PEOPLE THRGUGH LANGUAGE ARTS AND LIBRARY SKILLS. Goodyear 1979. (4-7)

Chapters with two emphases, a cultural group and a library skill: Exploring the Unknown (Location and identification of library books), American Indians (Card catalog), Afro-Americans (Dewey Decimal System), Asian-Americans (Dictionaries and encylopedias) Mexican-Americans (Guide words and alphabetizing), European-Americans (Using a globe and atlas), and Joining hands (Using learned skills).

CHINESE CULTURAL ACTIVITIES, VOL. 1 and 2. Arts 1977. (k-6)

Materials are based on projects developed in schools using adaptations of traditional skills and stories. Offers scripts and songs for a New Year's Parade, and tells how to make dragons and paper lanterns.

Chu, Daniel. CHINA. Scholastic Book Services 1980. (7-12)

Presents an overview of life in the country, recognizes problems such as Taiwan, poverty and achievements. Presentation aims at balance and questions elicit responses relating the commonalities in Chinese culture with those of American culture.

* Comstock, Margaret. BUILDING BLOCKS FOR PEACE. Jane Addams Peace Assoc 1973. (k)

Activities and resources to use in beginning with kindergarten students to study peace, developing an awareness that there are alternatives to conflict.

Crecelius, Divonna. INQUIRY BULLETIN BOARD HAWAII- CLOTHING, RECREATION, HOUSING FOOD. Central School, Newberg, Oregon. nd. (1)

An inquiry bulletin board designed to test First Graders' understanding of spatial distribution of food, housing types and recreation. There are also examples of clothing worn by Hawaiians. Designed to supplement work done with Holt Data Bank.

* Cummings, Marlene A. INDIVIDUAL DIFFERENCES, EXPERIENCE IN HUMAN RELATIONS FOR CHILDREN. Madison Public Schools 1974. (k-3)

Activities to help children recognize and appreciate their own and their friends' differences, the things that make them unique: their thoughts, feelings, beliefs and ideas. Includes adaptations for fourth and fifth grades and a handbook for parents.

* D'Amico, Joseph J. WORDS INTO ACTION, HOME AND COMMUNITY GUIDE TO CHILDREN'S CITIZENSHIP EDUCATION. Research for Better Schools nd. (1-6)

Theory and research in citizenship education and activities that take older students into the community as good citizens. Those for younger students are less nationalistic, i.e. 'Labels', 'Looking at People', and 'Good Inside Us'.

* Dawson, George G., ed. ECONOMICS AND OUR COMMUNITY. Joint Council on Economic Education 1973. (4-6)

A resource unit offering ideas, activites for teaching grouped under initiatory, developmental and culminating; a guide to useful materials and a suggested vocabulary and evaluation.

Dixon, Dorothy. WORLD RELIGIONS FOR THE CLASSROOM. Twenty-Third Publications 1975. (k-8)
 In selecting religions, chose those operative now with the largest number of followers, Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity and Islam. Presents information about beliefs and practices and relates them to art forms and multi-sensory experiences. Provides recipes and directions for making religious objects. Includes over 200 worksheets to be copied and used as desired.

Eaton, Ronda. ANALYSIS OF STEREOTYPES, BEAVERTON, OREGON. Beaverton School District nd. (4-6)
 Activities provide students with an awareness of what stereotypes are to aid in identifying the ones they hold about their community and its people and examining a variety of data about the community.

Educational Resource Center. PEOPLE COUNT. University of the State of New York, State Education Department 1976. (7-9)
 A study of India introduced through comparison of basic population information. Extensive graphic presentations of economics, resources, and industry encourage international comparisons and suggest questions.

* Ethnic Cultural Heritage Program. RAINBOW ACTIVITIES. Creative Teaching Press 1977. (k-6)
 Contains human relations skill building activities in four categories: cultural pluralism, self image, feelings and values.

Fagan, James S. TRANSPORTATION AND THE ENVIRONMENT. Geography Curriculum Project, University of Georgia 1974. (4-7)
 A text, student workbook and answer book for a unit on transportation, focusing on environmental impact. Topics include a history of various types of transportation and their impact on the transportation network, problems of urban congestion, pollution, land requirements, government control and an exploration of future transportation.

* Fersh, Seymour. ASIA, TEACHING ABOUT/LEARNING FROM. Teachers College Press 1978. (8-12)
 Chapters explore educational objectives, consider perceptions and perspectives, present basic facts about Asia and Asians, suggest specific classroom methods and activities and identify sources and resources for Asian studies. Also shows how ethnic studies of Asian-Americans can be related to cultural studies of Asians.

* Fersh, Seymour. JAPAN IN THE AMERICAN CLASSROOM. Japan Information Service 1977. (k-12)
 Brief suggestions for introducing Japan to the American classroom with a list of resources.

* Fieg, John P. THERE IS A DIFFERENCE, 17 INTERCULTURAL PERSPECTIVES. 2d ed. Meridian House International 1980.
 Based on interviews with foreigners who have spent at least a year in the U.S. and with Americans who have been residents of other countries, offers descriptions of cultural differences in 17 countries, as interviewees perceived them.

- * Fitch, Robert. **FUTURES UNLIMITED: TEACHING ABOUT WORLDS TO COME.** National Council for Social Studies 1979. (9-12) Examples of teaching strategies and lists of recommended resources for teachers and students. Provides guidelines for determining objectives for Future Educational Programs.
- Flynn, Elizabeth W. **DESIGNS IN AFFECTIVE EDUCATION.** Paulist Press 1974. (7-12) A collection of activities on such affective themes as communication, freedom, happiness, life, peace and love. Extensive directions for procedures and descriptions of materials needed along with a bibliography.
- Georgia University. Anthropology Curriculum Project. CONCEPT OF CULTURE, GRADE 4.** University of Georgia 1965. (4) A pupil text, pupil study guide, teacher's background, and teachers guide that provide thirty-four lessons covering aspects of American, Kazak and Arunta cultures.
- Georgia University. Anthropology Curriculum Project. DEVELOPMENT OF MAN AND HIS CULTURE: NEW WORLD PREHISTORY.** University of Georgia 1969. (2) Teacher background, teachers guide, pupil guide, tests, and pupil text that focus on archeological methods, new world prehistory, and the way of life of the Hopi Indians.
- * Gizz, Edward. **LATIN AMERICAN CULTURE STUDIES.** University of Texas, Austin, Institute of Latin American Studies 1977. (7-12) Offers a rationale for studying Latin America, lesson plans and course outlines, games and student activities, arts and crafts and a lengthy annotated bibliography.
- Global Perspectives in Education. EXPLORING COMMUNICATION.** Global Perspectives in Education 1979. (4-9) Lessons designed to help students develop a very broad definition of communication and to gain practice in coping with communication barriers.
- Gold, Mary C. TEACHING READING IN THE SOCIAL STUDIES, A GLOBAL APPROACH FOR PRIMARY GRADES.** Center for Teaching International Relations 1978. (k-3) An activity supplement for primary teachers that may be used as an independent activity while the teacher is instructing the other students in Reading and Language arts. Activities focus on map skills, sorting and analyzing data, recognition of various perspectives and attitudes in life styles and approaches to global issues.
- Gould, Sally Innis. **JEWS, THEIR ORIGINS, IN AMERICA, IN CONNECTICUT.** World Education Project, University of Connecticut nd. (7-12) Exploration of the Jewish ethnic and religious community in the U.S. and specifically Connecticut. Traces the origins and historical backgrounds of Jews, Jewish contributions to American life. Includes activities, discussion topics and lists of resources.

Hall, Robert T. MORAL EDUCATION: A HANDBOOK FOR TEACHERS. Winston Press 1979. (7-12)

Contains background information on moral education as well as teaching strategies and materials. Specific topics covered are justice, property, honesty, integrity and relationships.

Imperatore, William. EARTH, MAN'S HOME, A BEGINNING GEOGRAPHY UNIT.

University of Georgia 1968. (1-3)

A teachers manual, pupil workbook and map help develop the concept that the earth is man's home by providing a systematic overview of the physical characteristics of the earth, man's relationship to it and to other men, drawing information from around the world appropriate to the unit concept.

Imperatore, William. PLACE AND ENVIRONMENT, PRIMARY GEOGRAPHY UNIT.

Geography Curriculum Project, University of Georgia, 1969. (1-3)

A teachers book, pupil text and workbook, with cutouts provide information from various places to be played against the child's own environment. Focuses on two facets of place, location in terms of juxtapositional and directional referents and character determined by natural features and cultural features.

Imperatore, William. RESOURCE AND PRODUCTION, PRIMARY UNIT IN CULTURAL GEOGRAPHY. Geography Curriculum Project, University of Georgia 1970. (3-5)

A unit using contrast between foreign and local environment to explore the concept of resources, stressing their efficient use rather than conservation and production whose success is dependent on culture and technology rather than the people involved.

* Indiana Energy Group. ENERGY EDUCATION CURRICULUM PROJECT. Indiana Dept. of Commerce 1979. (k-6)

A student cartoon book to introduce the project and three units Energy and You (k-1), Energy and your community (2-3), and Energy in Action (4-6) are directed to specific grade groupings with adaptations for other grade levels and for math and language arts activities. Student activities include games, stories and pictures.

Irving, William S. VALUE GAME, STUDENT BOOK. Herder and Herder 1970. (9-12)

A review of values in today's society where they seem to be increasingly nebulous including Questions of life and death, Questions of government, Questions about the sexual revolution, and Questions about science. Offers a list of things you might do to help establish personal values.

Johnson, Jacquelyn S. TEACHING ABOUT CONFLICT: NORTHERN IRELAND.

Center for Teaching International Relations 1978. (6-9)

Activity centered materials to allow students to compare Ireland and their own states, improve geographic skills by sketching Ireland on a map of their own states and identify locations of Irish names and try their skills at Irish games. Students examine primary resources collected in Ireland as they assess their perceptions and act out the roles of groups involved in conflict, attempting to resolve it peacefully.

- * Joint Council on Economic Education. MASTER CURRICULUM GUIDE ON ECONOMICS FOR THE NATION'S SCHOOLS. Joint Council on Economic Education 1977. (1-6)

Pt. 1, Framework for Teaching Basic Concepts; Pt. 2, Strategies for Teaching Primary Level and Intermediate Level. Offers guidance in selecting concepts to be studied in some depth so that students may understand their application in their own lives; then has strategies for teaching them.

Jones, F. Geoffrey. FUNCTIONS OF CITIES. Geography Curriculum Project, University of Georgia 1974. (7-12)

A textbook, workbook, tests and answer key provide an examination of cities in terms of their roles or functions, i.e. port city and of their economic base. Cities are Durban, South Africa, Frankfurt, Pittsburgh, Brasilia, Surfers Paradise, Australia, Benares, Mexico City and Tokyo.

Kaiser, Ward L., ed. PEOPLE AND SYSTEMS. Friendship Press 1975. (4-8)

Four booklets- China, Cuba, Tanzania and U.S. or Canada- provide a study of education, health care, work, status of women and religion in three countries following non-North American models of development to help North Americans enlarge their perspective as they seek to understand and deal with their own problems.

Kaplan, Sandra. BIG BOOK OF PEOPLE & WORDS. Goodyear 1976. (k-6)

Combines vocabulary study with affective learning to extend students' understanding of themselves and other people in three sections: People and their feelings, People and their groups, and Other things about people. Includes hands-on activities ready to set up for individual or group work.

Kauffman, Draper L. TEACHING THE FUTURE, GUIDE TO FUTURE-ORIENTED EDUCATION. ETC Publications 1976. (5-12)

Offers a rationale for future-oriented education and a discussion of objectives of future-oriented curriculum, twenty-two exercises on ways of thinking about the future and two longer exercises for secondary students. Appendix includes a scenario of a role play exercise and a bibliography and glossary.

- * Kenworthy, Leonard S. HELPING BOYS AND GIRLS DISCOVER THE WORLD. United Nations Association of the U.S.A. 1978. (k-8)

Through answers to questions gives practical suggestions for teaching about global concerns in elementary and middle schools.

Kenworthy, Leonard S. STUDYING INDIA IN ELEMENTARY AND SECONDARY SCHOOLS Teachers College Press 1975. (1-12)

Discusses the importance of studying the country, cautions about some difficulties and lists ideas to stress, curriculum proposals, teaching methods and resources with addresses of organizations and publishers.

Titles giving other countries similar treatment include: STUDYING JAPAN IN ELEMENTARY AND SECONDARY SCHOOLS (1975), STUDYING THE USSR IN ELEMENTARY AND SECONDARY SCHOOLS (1969), STUDYING SOUTH AMERICA IN ELEMENTARY AND SECONDARY SCHOOLS (1965), STUDYING THE MIDDLE EAST IN ELEMENTARY AND SECONDARY SCHOOLS (1965), STUDYING CHINA IN ELEMENTARY AND SECONDARY SCHOOLS (1975).

- * King, David C. EDUCATION FOR A WORLD IN CHANGE, A WORKING HANDBOOK FOR GLOBAL PERSPECTIVES. Center for Global Perspectives 1976. (k-12) Discusses ways of infusing the curriculum with a global perspective. Contains general information plus sample lesson plans for grades k-12.
- * King, David C. ENVIRONMENTAL EDUCATION, INTERDEPENDENCE A CONCEPT APPROACH, PT. A AND B. Center for War/Peace Studies 1976. (k-6) Activities for using an existing curriculum to examine interaction between humans and their environment.
- * King, David C. ENVIRONMENTAL EDUCATION, INTERDEPENDENCE, A CONCEPT APPROACH, PT. A, K-3, GUIDE. Center for War/Peace Studies 1976. (k-3) Offers an outline describing ideas, suggestions and activities for topics normally taught at k-3 grade levels to develop an understanding of interdependence and systems in terms of an individual's relationship to his total environment.
- * King, David C. ENVIRONMENTAL EDUCATION, INTERDEPENDENCE, A CONCEPT APPROACH, PT. A, K-3, HANDBOOK. Center for Global Perspectives 1976. (k-3) A series of lessons leading toward a conceptual definition of interdependence by building on the core definition of a system and extending the concept to 'I am a system' and 'Systems are everywhere'.

King, David C. GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM, COMMUNICATION, PT. A, K-3. Center for Global Perspectives 1976. (k-3) Ideas for developing activities focusing on showing patterns of teaching about communication- Talking without words, Body language, Sending and receiving, Dial-a-likeness, dial-a-difference.

King, David C. GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM, COMMUNICATION, PT. B, 4-6. Center for Global Perspectives 1976. (4-6) Outlines of topics with teaching suggestions like 'Signs and Symbols' and 'Buildings speak to us' and patterns for teaching: 'What's in a word,' 'Sound effects', 'Hot foot', 'Missing the point', 'Communication past and present' and 'Who likes animals?'

King, David C. INTERDEPENDENCE, PT. A, K-3; Pt. B, 4-6. Center for Global Perspectives 1976. (k-6) Offers the beginnings of a sequential framework for helping students understand ambiguities of interdependence.

- * King, David C. PATTERNS FOR TEACHING CONFLICT, PT. A, K-3; PT. B, 4-6. Center for Global Perspectives 1976. (k-6) Lesson suggestions illustrating how aspects of the guide on conflict might be introduced in the classroom. Activities include The Road Game and Study of an Ant Colony.

King, David C. PATTERNS FOR TEACHING INTERDEPENDENCE. Center for Global Perspectives nd. (k-12) Designed to develop a sequential k-12 framework for incorporating global perspectives into existing curricula.

- * King, Edith W. TEACHING ETHNIC AWARENESS. Goodyear 1980. (k-6) A resource book that provides a background of concepts and theories about multi-ethnic and pluralistic education including shaping trends and forces, the importance of multi-ethnic education for every teacher,

practical ideas for its classroom implementation and a look ahead for future ideas. Has a guide to books, multi-cultural resources and organizations.

Lacy, Lee Hitchcock. GUIDE TO LEARNING BETTER ENGLISH, A LANGUAGE HANDBOOK FOR HOST FAMILIES AND TEACHERS OF EXCHANGE STUDENTS. Youth for Understanding nd. (9-12)
Focuses on listening and speaking skills required for a foreign student to function in a host family and includes actual lessons.

* Lee, Nancy. HANDS ON HERITAGE, AN EXPERIMENTAL APPROACH TO MULTICULTURAL EDUCATION. Hands on Publications 1978. (k-8)
Instructions for setting up and organizing a multi-cultural center, directions for activities, crafts, recipes from various cultures.

* Limburg, Marian Striley. CREATING A MULTICULTURAL ENVIRONMENT FOR PRESCHOOL AND KINDERGARTEN. Limburg and Percent 1975. (preschool-k)
Describes basic materials for a multicultural environment and tells how to make them or where to obtain them; focuses on culture with historic datelines, orientation to culture, festivals, crafts, decoration ideas, book lists, record lists and recipes.

Lovell, Hugh. ECONOMICS COURSE FOR ELEMENTARY SCHOOL TEACHERS. Joint Council on Economic Education 1975. (k-8)
An inservice course for teachers that provides knowledge of basic economic concepts and offers opportunities for teaching sample lessons in their own classrooms.

Ludlow, Hope T. SOVIET UNION AND EASTERN EUROPE. Scholastic Book Services 1980. (7-12)
An overview of life in the country, recognizing problems and achievements. Presentation aims at balance and questions elicit responses relating Soviet and Eastern European culture to that of American students.

Mann, Shah. PAPER LANTERNS. Arts 1976. (k-12)
Provides step-by-step instructions for making paper lanterns, listing materials and variations. Gives a history of their use.

* Martinez, Jimmie. U.S.: A CULTURAL MOSAIC. Anti-Defamation League of B'Nai B'rith nd (k-4)
After working on Madison (Wisconsin) schools' Individual Differences Project, San Diego teachers expanded their efforts to creating a multi disciplinary cross-cultural approach to help children gain an understanding that the richness of American life is a result of the beauty and interest of many groups which compose society.

Massachusetts University. AFRICAN STUDIES HANDBOOK FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS. University of Massachusetts nd. (k-12)
Lessons focusing on perceptions of Africa and Africans, including their institutions, life styles and art forms. Includes an annotated bibliography.

McCunn, R. L. AN ILLUSTRATED HISTORY OF THE CHINESE IN AMERICA. Center for Teaching about China 1979. (5-7)
Contains material relating to the history of the Chinese in America including outstanding photographs and a teachers guide.

Miller, Barbara. COMPARATIVE VIEW OF THE ROLES OF WOMEN. Center for Teaching International Relations 1975. (7-12)
 Twenty-two activities arranged so that students may consider these questions: What are appropriate roles of women today? and what changes could equality bring to students' personal lives, the community ... society?

* Nappi, Andrew, ed. ECONOMIC EDUCATIONAL EXPERIENCES OF ENTERPRISING TEACHERS. Joint Council on Economic Education 1979. (k-12)
 Award winning programs for teaching economics in the classroom. Examples of teaching basic skills while infusing economic concepts, principles and terminology.

* National Council for Geographic Education. INSTRUCTIONAL ACTIVITIES. National Council for Geographic Education 1975 (2-4)
 Three units: Peggy Bravard's Weather Learning Center Approach to the Teaching of Social Studies for second grade; Anne C. Garrett's Our Crowded Dirty World, and Diana Blackwell's Economic and Social Diversity within the Urban Setting, Focus on the American City.

* National Science Teachers Association. ENVIRONMENTAL EDUCATION IN THE ELEMENTARY SCHOOL. NCTA 1977. (k-8)
 Reprints of articles originally published in 'Science and Children' offering background information on the problems of our use of the environment and a selection of classroom activities.

* National Wildlife Federation. UNITS. National Wildlife Federation 1971. (2-6)
 Four units help children understand their relationship to their environment: CHANGE IN A SMALL ECOSYSTEM, CONTOUR MAPPING, MAN'S HABITAT, THE CITY, and VACANT LOT STUDIES.

New York State Education Department. ENVIRONMENT AND DEVELOPMENT IN A DEVELOPING NATION. New York State Education Dept nd. (9)
 For the topics: Only one earth, Introduction to India-land and people, Population, problems, portents and potions, Industrialization in a developing country and Meeting human needs in a developing country suggests the instructional strategies of Comparison and contrast, an inductive approach, and Single concept lessons.

Nitsche, Richard. SITUATIONAL EXERCISES IN CROSS-CULTURAL AWARENESS. Merrill 1977.
 A text adults can use to increase cultural awareness.

Ohio Elementary School Project. CITIZENSHIP DECISION-MAKING: SOURCEBOOK OF INSTRUCTIONAL MATERIALS, GRADES 4-6, SAMPLE LESSONS. Mershon Center, OSU 1975. (4-6)
 Units use political decision-making to organize civic education experiences in ways personally meaningful for teachers and children. Five lessons from 'Decisions and You' and 'Making Political Decisions.'

Otero, George G. DEATH, A PART OF LIFE. Center for Teaching International Relations 1976. (6-12)
 A comparative study of burial practices which are common to all human groups to help establish in the student's mind those commonalities in the basic needs of people who may be culturally diverse.

- * Otero, George G. POLICE. Center for Teaching International Relations nd. (4-12) Exploration of police systems from a global point of view to see their similarities and differences, consideration of the factors that account for differences and then viewing police in terms of what a system can be instead of what it is. Topics include rules and enforcement, police discretion, police tasks and police behavior as a product of social pressures.
- * Otero, George G. TEACHING READING IN THE SOCIAL STUDIES, A GLOBAL APPROACH. Center for Teaching International Relations 1978. (6-12) An activity supplement for social studies teachers to develop skills in critical reading of social studies materials- Reading skills, Word meanings, Social studies vocabulary, Concept development, Functional literacy, Reading social studies textbooks, maps, newspapers, and propaganda.

Otero, George G. TEACHING ABOUT POPULATION ISSUES. Center for Teaching International Relations 1977. (7-9)

Discussion starters, suppliers of data, developers of thinking skills and simulation games to teach about such population topics as crowding and control.

Otero, George G. TEACHING ABOUT POPULATION GROWTH. Center for Teaching International Relations 1977. (6-12)

Activities designed to present accurate data about population dynamics in a variety of formats and approaches organized around population growth, population size, population density, population distribution and demography. Objectives: Increase knowledge and understanding of population growth, size, distribution and density; Development of skills relating to collection, reading and analysis of population data; Foster better understanding of students themselves as population actors capable of influence over individual and group behavior related to population.

- * Otero, George G. TEACHING ABOUT PERCEPTION- ARABS. Center for Teaching International Relations 1978. (7-12)

Eighteen activities to force students to ask and answer questions about the Arabs that relate to their own perceptions- the emphasis on nomads in textbooks and in the context of increased oil prices and Middle Eastern conflict.

- * Otero, George G. TEACHING ABOUT FOOD & HUNGER, 33 ACTIVITIES. Center for Teaching International Relations 1978. (7-12) Activities to help teach food production and distribution, nutrition, food shortages, food habits, meal planning and other food topics currently being dealt with in secondary schools and community groups attempting to reach objectives in areas of discovery skills, values and values clarification and knowledge of food issues and related topics. Activities include discussion starters, presentation of factual data, focus on critical thinking skills and some simulation games.

Otero, George G. WORK AND LEISURE, A COMPARATIVE VIEW. Center for Teaching International Relations 1976. (6-12)
 Activities to give students opportunities to think about time, work and leisure, to try new behavior and to experience issues and topics that are usually only talked about. Includes information on attitudes and work in other parts of the world.

* Peters, Richard O. HOW TO TEACH ABOUT HUMAN BEINGS AND THEIR ENVIRONMENT. National Council for the Social Studies 1976. (k-12)
 Environmental education is comprised of three interrelated concepts-culture and society, natural resources, and population. Offers a brief discussion of how to integrate it into the curriculum with suggested teaching strategies and a list of resources.

Potterfield, James E. DEVELOPMENT OF MAN AND HIS CULTURE: OLD WORLD PREHISTORY. Anthropology Curriculum Project, University of Georgia 1966. (5)
 A teacher background book, pupil guide, test form, pupil text and teachers guide are provided for the unit which tries to afford insight into the methods of the archeologist, show that evolution is descent with modification or change through time, provide an idea of the fossils which have been found and their relation to the line that eventually produced modern man, and offer a general idea of the development of culture during periods of Old World history.

* Prutzman, Priscilla. FRIENDLY CLASSROOM FOR A SMALL PLANET, HANDBOOK ON CREATIVE APPROACHES TO LIVING AND PROBLEM SOLVING FOR CHILDREN. Avery Pub Group 1978. (k-6)
 A handbook for the Children's Creative Response to Conflict Program prepared to develop toward a community in which children are capable and desirous of open communication, to help children gain insight into the nature of human feelings, capabilities and strengths, to share their own feelings and become aware of their strengths, and to give each child help in developing self-confidence about his ability to think creatively about problems and begin to prevent or solve conflicts. Offers a tool and technique guide and an extensive resource list.

* Salt River Project. COMMUNITY SERVICES FOR YOU. SRP 1978. (k-8)
 A description of tours, films, presentations for groups and of educational support materials supplied by the utility.

Shepard, Mary. VEGETABLE SOUP ACTIVITIES. Citation Press 1975. (k-6)
 A collection of crafts, cooking activities and language activities from other cultures. Includes a chapter on how to answer children's questions on race and ethnicity.

* Shiman, D. A. PREJUDICE BOOK: ACTIVITIES FOR THE CLASSROOM. Anti-Defamation League of B'nai B'rith 1979. (4-6)
 Thirty-seven activities to develop children's competence to challenge prejudice and discrimination.

Smith, Gary R. CULTURAL SIGHT AND INSIGHT, DEALING WITH DIVERSE VIEWPOINTS AND VALUES. Global Perspectives in Education 1979. (k-12)
 Handbooks developed by Global Perspectives Staff: Humanistic Influence on the Curriculum tested in San Francisco schools. Education aimed at helping young people live in, respond to and shape their worlds with

the themes- Culture, what's it to you, Looking at others, Groups and labels, Power of culture, Roles old and new (including the Road Game).

- * Smith, Gary R. IMAGES OF CHINA. Center for Teaching International Relations 1977. (5-12)

Activities under topics: Images and me, Images of China, and Looking at images to develop consciousness of the ease with which stereotypes become accepted and to encourage a more accurate perception of others.

- Smith, Gary R. SKILLS FOR THE FUTURE. Center for Teaching International Relations 1979. (5-12)

Mini-units that focus on skills that seem important to develop given the future as the authors see it in 1979: Arithmetic of growth (exponential growth and doubling time), Lateral thinking for creative problem solving (attempts to present concrete ways to enhance the creative thinking process for attacking personal and societal problems)

- * Smith, Gary R. TEACHING ABOUT AGING. Center for Teaching International Relations nd. (k-12)

Gives students an opportunity to examine preconceptions about other people. Activities are designed to help them become aware of their own views and stereotypes with the theme Personal feelings about old age, What is it like to be old, Aging with grace and disgrace.

- * Smith, Gary R. TEACHING ABOUT CULTURAL AWARENESS. Center for Teaching International Relations 1977. (2-12)

Activities to foster awareness of the diversity of ideas and practices found in human societies, of how these ideas and practices compare, and of recognizing one's own cultural captivity and perspective, under the topics: Perception, Culture and Me, Cultural Conflict and Institutional racism, using discussion, role playing, gaming and community resources.

- * Smith, Gary R. TEACHING ABOUT ETHNIC HERITAGE. Center for Teaching International Relations 1977. (5-12)

A unit for upper elementary and secondary students to aid them in linking their ethnicity, identity and heritage using four topics: Ethnicity, some dimensions; Roots, tracing your heritage; My ethnic values; and Documenting ethnicity.

- Soshuk, Levi. TEN LESSON PLANS ON ISRAEL. World Zionist Organization nd. (7-12)

Lessons providing an outline of the major ideas and issues related to the development of modern Israel to help students understand the attachment of the Jewish people to the land of Israel and the events that led to the establishment of the state of Israel.

- Spivey, J. Carlisle. WORLD FOOD SUPPLY, GLOBAL DEVELOPMENT STUDIES CASE STUDY. Global Development Studies Institute 1976. (7-12)

A case study of a global system that is in severe disarray, focusing on What is hunger? Why is there hunger? What is being done? Has teaching guide with key strategies, methodology, classroom discussion, study guide and resources.

Switzer, Kenneth. TEACHING ABOUT DIVERSITY: LATIN AMERICA. Center for Teaching International Relations 1978. (9-12)
Students identify and discuss their perceptions of Latin America and its peoples and of Diversity, then explore the implications for diversity in communication, interdependence, conflict and change, finally re-examining some of their earlier responses in terms of information received in activities. Includes bibliography.

Teaching Japan in the Schools. AT THE FOOT OF MOUNT FUJI. Stanford University nd. (4-6)

A unit designed around a film of the same title available on loan from Teaching Japan in the schools. The film focuses on the activities of a ten-year-old Japanese boy living in Susono, a small town near Mt. Fuji. Activities could be used without the film.

Thomas Alva Edison Foundation. CENTURY OF LIGHT, AN ACTIVITY PROGRAM FOR GRADES 4-6. Edison Foundation 1979. (4-6)

Six ditto worksheets and a wall chart to further understanding of inventors and inventions.

* Thomas Alva Edison Foundation. EXPERIMENTS. Edison Foundation 1979. (2-6)

Booklets containing experiments that students can do to learn about the topics in the title: Benrey's ALTERNATIVE ENERGY SOURCES and NUCLEAR EXPERIMENTS YOU CAN DO, Schultz's ELECTRICAL AND CHEMICAL EXPERIMENTS, ENVIRONMENTAL EXPERIMENTS and SELECTED EXPERIMENTS AND PROJECTS, Cook's EDISON, THE MAN WHO TURNED DARKNESS INTO LIGHT, and the staff's ENERGY CONSERVATION EXPERIMENTS.

Thomas, Norman C. INDIAN VALLEY, EDUCATIONAL GAMING TECHNIQUE ON ENVIRONMENTAL MANAGEMENT. American Forest Institute nd. (7-9)

Students from 6 teams, 5 to develop land use plans in terms of recreational use, timber growth and use, increasing wildlife values, watershed values, or fire protection values while the sixth team must mediate among the others to attain objectives in this simulation.

Toll, Terry R. LANCASTER, PENNSYLVANIA: A COMMUNITY HISTORY FOR CITIZEN EDUCATION. Research for Better Schools 1979. (5-9)

Reports on the school project of obtaining community history in Lancaster as an exemplar for what other schools might do and includes a list of community history sources to get a group started.

Turnage, MacN. STUDY ACTION MANUAL ON GLOBAL CONSCIOUSNESS. Turnage 1974. (9-12)

Study and action is described that will lead to an awareness of global consciousness. Extensive input from Christian religion.

* U.S. Department of Agriculture. TEACHING MATERIALS FOR ENVIRONMENTAL EDUCATION. Govt. Print. Off. 1973. (6-9)

Lesson plans for land use, water quality, investigating environmental habitats, landscape in a forest, land use simulation game, comparing two environments, investigating an urban environment. Provides a structure for learning generalizations through discussion and questioning.

U.S. Department of Energy. INTERDISCIPLINARY STUDENT/TEACHERS MATERIALS IN ENERGY, THE ENVIRONMENT AND THE ECONOMY. U.S. Govt. Print. Off. 1977. (1-7)

Activities grouped by grade level and closely related to curriculum develop an awareness of energy sources and use; man's impact on his environment and economic influences on choices.

U.S. Committee for UNICEF. ELEMENTARY TEACHERS KITS. U.S. Committee for UNICEF (k-8)

packets of materials with guides to teaching about the themes: TEACHING ABOUT INTERDEPENDENCE IN A PEACEFUL WORLD*, THE CHILD AND THE WORLD ENVIRONMENT*, THE RIGHTS OF THE CHILD, WORLD HUNGER, PRIMARY HEALTH CARE*, GHANA, ECUADOR, and UNICEF'S WORLD*, HEALTH INFORMATION KIT*

* U.S.-Japan Conference for Cultural and Educational Interchange. OPENING DOORS: CONTEMPORARY JAPAN. Asia Society 1979. (6-12)

Educational materials developed by teams of Japanese and American specialists and tested by classroom teachers. Units relate to some aspect of life in an industrial age that applies to both Japan and the United States and show commonalities that exist among people. Themes include: Contemporary life, Perception and expression, Decision-making, Identity, and Values. Extensive bibliography.

Volunteers in Asia. TRANS-CULTURAL STUDY GUIDE. 2d ed. Volunteers in Asia 1975. (9-12)

An independent study guide for someone who plans to visit another country that suggests pre-travel preparation and raises questions to be explored under a variety of topics. Some topics- Roles of Men and Women, Music, Art, Religion, Food, and Education- may be of interest in the classroom.

Walter, Melvina E. POVERTY, AN EVER-PRESENT DILEMMA. National Council For Geographic Education nd. (6)

A teaching unit concerned with three levels of poverty: national poverty threshold levels, federal programs, and poverty in home environments. Students are given practice in reading data sheets and transferring information from graphs and maps. Economic, geographic and social relationships should be clearer.

Webb, Farren. TEACHING CONSUMER SKILLS AND HOW TO SURVIVE IN AMERICA.

Center for Teaching International Relations 1978. (9-12)

Activities designed to help students survive in present-day America because of skills they develop in Comparative shopping, Getting food, Choosing and getting jobs, Family relations, Schedules and Contracts, Handling money and Housekeeping.

Weeks, William H. MANUAL OF STRUCTURED EXPERIENCES FOR CROSS-CULTURAL LEARNING. Society for Intercultural Education, Training and Research, Georgetown University 1975. (9-12)

Exercises, many of which were used in Peace Corps training, pertaining to Participant introduction and initial group experience, Dynamics of communication, Clarification of values, Identification of roles, Group process, Recognition of feelings and attitudes, Community interaction, Brainstorming tasks and problems, and multiple objectives.

Weibust, Patricia Snyder. ITALIANS IN THEIR HOMELAND, IN AMERICA, IN CONNECTICUT. 2d ed. University of Connecticut World Education Project 1978. (5-12)
Provides a history of Italy that offers a socio-cultural background of the immigrants, then provides information about Italian-Americans in the state. Introduction lists realia kit that may be obtained. Project could serve as a model for similar projects in other states.

* Williams, Robert L. CROSS-CULTURAL EDUCATION: TEACHING TOWARD A PLANETARY PERSPECTIVE. National Education Association 1977. (k-12)
A resource for classroom teachers and educators who wish to help students cope better with racism, sexism and other dehumanizing attitudes. Includes practical suggestions, examples, organizational strategies and educational concepts.

* Wolsk, David. EXPERIENCE-CENTERED CURRICULUM. UNESCO 1975. (k-12)
An approach to international understanding instruction that starts with the student's own experience and behavior in activities both within and outside the classroom; then they generalize moving back from themselves and examining new relationships in terms of other experiences and situations, thus formulating concepts about human beings and societies. Provides a discussion of the elements of the approach and its implementation with detailed description of four units.

Reports on Programs

Alcott School, Chicago. THE STORYTELLER AND FOLKLORE, 1974-1975. Alcott School 1975.

A report on the efforts of each class in school from kindergarten through eighth grade to participate in the year's theme: Storyteller and the Development of the Folklore of the People around the World. Activities made students conscious of the universality of the fairy tales, myths and art that tells a story and culminating activities provided an opportunity for sharing and understanding.

Alcott School, Chicago. BICENTENNIAL, 1776-1976. Alcott School 1976.

An account of the students' efforts to make the Bicentennial Celebration meaningful through special activities undertaken by each class. Because the theme had a nationalistic focus, activities did also.

* Illinois. University. African Studies Program. PUBLICATIONS.

Handouts on aspects of African culture including recipes, directions for games, the place of music in traditional society, significance of festivals, folklore; scripts, teaching guides and reviews of films, bibliographies and techniques of teaching about Africa.

Massachusetts. University. Center for International Education. TEACHING NONWESTERN STUDIES, HANDBOOK OF METHODS AND MATERIALS. Center for International Education 1972.

Overview of approaches to teaching secondary students about the nonwestern world, models of programs, lists of major resources and a review of curriculum projects available.

* Michigan. State University, East Lansing. African Studies Center. PUBLICATIONS. African Studies Center.

A bibliography of global interdependence materials from an African perspective, sources of news and opinion, recommended films, and other information sheets.

Philadelphia School District. ONE WORLD. Philadelphia 1978.

Annual report of the World Affairs Council and teaching materials for elementary and junior high schools on the theme, One World and Clothing, Food, and Shelter. Betty Reardon has written a unit on Human Rights for junior high students that presents information and raises general questions about problems in terms of personal experience to provide students with new perspectives.

Pike, Lewis W. OTHER NATIONS, OTHER PEOPLES. U.S. Office of Education 1979.

A report of a research study on international education programs and activities initiated by the Office of Education from 1969 to 1979.

Stanford University. Center for Research in International Studies.

PROGRAMS. Stanford University.

The University's Center sponsors several programs which provide teaching materials and units on various topics from an international perspective. Program titles indicate subject matter offered: Stanford Program on International and Cross-Cultural Education, Teaching Japan in Schools, Bay Area China Project, and Africa Education Project.

Stearns, Troy L. TEACHING OF WORLD AFFAIRS AND INTERNATIONAL UNDERSTANDING.

Michigan State University, Institute for International Studies 1966.

Offers some theoretical background as introduction, then describes existing programs on a national level: college and university programs, regional programs, state and local programs. Considers future programs and includes a bibliography.

Wisconsin. University, Madison. African Studies Program. PUBLICATIONS.

An ongoing program of issuing brief reports useful for teachers including such things as a political map, a chart with countries, capitals and heads of state, bibliographies, criteria for evaluating children's materials on Africa, activities and discussions of teaching methods.

'Your Community in the World/World in your Community' Projects

Alger, Chadwick. **YOUR COMMUNITY IN THE WORLD, THE WORLD IN YOUR COMMUNITY.** Mershon Center, Ohio State University 1974.

Discusses the impact of international activity on cities, tells how to collect information on international links, share the information with the community and create new activities and roles.

COLUMBUS IN THE WORLD, WORLD IN COLUMBUS, BRIEF REPORTS. Mershon Center, Ohio State University 1974-76.

A collection of brief reports on how activities in Columbus, Ohio, relate to activities in other parts of the world to use as a model for your own projects.

COLUMBUS IN THE WORLD, THE WORLD IN COLUMBUS: FOREIGN POLICY IN LOCAL COMMUNITIES. (audio-visual kit). Mershon Center, Ohio State University 1977.

Sound filmstrip describing the development of the program through interest in widening international connections in that community which may serve as a model for other communities.

Gottstein, Jeremy N. **MINNEAPOLIS IN THE WORLD, THE WORLD IN MINNEAPOLIS.** Robbinsdale School District nd.

Includes a rationale for the project, concepts and objectives, suggestions for getting started, and an appendix containing possible formats for teachers and students to use in gathering information. Focuses on the economic aspects of interdependence.

Illinois. State Board of Education. **INTERDEPENDENCE, THE WORLD IN YOUR COMMUNITY.** Illinois State Board of Education nd.

Activities and strategies for identifying and using resources, talents, experiences and instructional materials available in the local community and the state as links for learning about and participating in global affairs. Includes a directory of individuals and resources.

* Indiana. Department of Public Instruction. **INDIANA IN THE WORLD.** Indiana Dept. of Public Instruction 1978.

Activities to help students develop an awareness of links between their own communities and the rest of the world.

Indiana. University. Mid-America Program for Global Perspectives in Education. **YOUR STATE IN THE WORLD.** Indiana University nd.

Using Chadwick Alger's model at Ohio State, presents activities to develop awareness between any state and other parts of the world.

Kentucky. Dept. of Education. **KENTUCKY IN THE WORLD, THE WORLD IN KENTUCKY.** Kentucky Dept. of Education 1977.

An adaptation of the activities developed by Indiana University's Mid-America Program to make students aware of the links between their own community and the world.

Whelan, Sallie. "'Peoria and the World' and '[Your town] and the World'." SOCIAL EDUCATION, XLI (1977), 20-26.

Describes a newspaper teaching project with the objective of making students aware of the vital connections between their city and nation and the rest of the world. Includes sample lessons.

Textbooks

- * **Family of Man Social Studies Program**
 Mitsakos, Charles L. **FAMES PROJECT: FINAL REPORT.** rev. ed. 1977.
 Describes the study and discusses the conclusions that a program like FAMES can have significant impact on attitude formation of students and their understanding of other nations and peoples. Also has noted that a program that is well-defined and structured is more effective and that there is no need to postpone global education until students are 8 or 9 years old.
- Follett. WORLD GEOGRAPHY 1980. (6)**
 Has as its theme People and their global environment and People and their regional environment. Presents physical geography of the world then regional geography using continental divisions.
- Holt. DATABANK: INQUIRING ABOUT CULTURES (4) and INQUIRING ABOUT TECHNOLOGY (6).** 1976.
 Program uses audio-visual components and learning packets supplemented by textbooks that focus on a theme rather than a region and show people of different parts of the world in terms of that theme. People may be historical or contemporary.
- Houghton. WINDOWS ON OUR WORLD. 1980.**
 A series of texts for grades kindergarten through six under the general editorship of Lee Anderson, who has been an active proponent of the inclusion of global perspectives in the social studies curriculum. Titles include: ME; AT HOME, AT SCHOOL; IN OUR COMMUNITY; OURSELVES AND OTHERS; OUR HOME THE EARTH; AMERICA: PAST AND PRESENT; AROUND OUR WORLD. Follows traditional pattern of beginning with the child and moving outward in its scope and sequence, but there is a strong global emphasis in the text.
- * **McDougal, Littell. LEARNING ABOUT PEOPLES AND CULTURES,** ed. Seymour Fersh. 1974. (7-12)
 Essays on changing views of ourselves in the universe, seeing each other as outsiders and insiders, why human viewpoints differ, communication, and new perceptions of cultural patterns.
- Scott Foresman. ENGLISH FOR A CHANGING WORLD.** 1976.
 Cue Books 1 and 2 are picture books with numbers designating items on a page so students can offer words in any language to go with the object pictured.
- Scott Foresman. SOCIAL STUDIES.** 1979.
 Texts for kindergarten (shared with first grade) to sixth grade that follow the scope and sequence moving from the child to his surroundings, expanding further afield as he gets older. Sixth grade units in particular reflect global interest: How are cultures different? How do people learn to live together? Who am I? How people use their resources, Power in government, International interdependence, and How and why cultures change.

Children's Books

- * Adams, Sam. OUR FORESTS. Southern Forest Products Association 1976. (2-4)
General information on forest trees and their growth process, where forests are located, how they help people, problems they face and ways people can help them. Has teacher's guide.
- * Armstrong, Louise. HOW TO TURN UP INTO DOWN INTO UP. Harcourt 1978. (2-4)
A guide to inflation, depression and economic recovery through the experiences of a lemonade stand owner when the lemon crop fails.
- * Armstrong, Louise. HOW TO TURN WAR INTO PEACE. Harcourt 1979. (2-4)
When Susie builds her sand castle too close to yours, you become involved in escalating conflict which is resolved by peace negotiations.
- Asimov, Isaac. EARTH, OUR CROWDED SPACESHIP. John Day 1974. (5-12)
Discusses the problems faced by the earth's inhabitants as population increases and energy sources, food and land become scarce.
- * Baylor, Byrd. WAY TO START A DAY. Scribner 1978. (2-5)
Describes how people all over the world pay their respects to each new sunrise.
- Center for Teaching about China. A CHILDREN'S LIBRARY ON CHINA. Center for Teaching about China nd. (k-3)
A collection of stories, most translated from the Chinese, in small paperback format and a set of paper cutouts.
- Clay, Roger C. THE CARIBBEAN, A PICTORIAL MAPBOOK. Macmillan Educational 1974. (5-7)
An introduction to the islands of the Caribbean that provides information on the population, mineral wealth, climate and land use, forest and sea resources, transport and communication with detailed coverage of larger islands and groups. Intended as a textbook for British schools.
- * Cooper, Terry Touff. MANY HANDS COOKING. UNICEF 1974. (2-12)
Savory recipes from forty different lands including sugar crisps from England and groundnut soup from Nigeria.
- * DePree, Mildred. CHILD'S WORLD OF STAMPS. UNICEF 1973. (4-6)
Postage stamps from around the world help introduce the geography, folklore, way of life and poetry of many countries.
- Ferriday, A. PICTURE MAP BOOK OF AUSTRALASIA. Macmillan Educational 1971. (5-7)
An introduction to the geography of the region named in the title with information on the physical features, industry, resources and cities. Books in the series include Africa, Asia, British Isles, Europe, Scotland, North and South America and World Commodities. Intended as textbook for British schools.

Fluegelman, Andrew. NEW GAMES BOOK. Doubleday 1976. (4-adult)
 Games that may be likened to 'Soft war', involving creative play, trust, respect for others and for the land played upon, classified by amount of activity and number required to play. Information for organizing a 'new' games tournament.

* Foster, Genevieve. YEAR OF COLUMBUS 1492. Scriber 1969. (4-7)
 The story of Columbus' voyage is told with a look at other events taking place around the world in 1492.

* Grunfeld, Fredric, Ed. GAMES OF THE WORLD. Holt 1975. (k-12)
 Games for board and table, street and playground, field and forest, party and festival, as well as puzzles, tricks and stunts. Tells how to make the games and how to play them and how they came to be.

* Huntington, Lee Pennock. SIMPLE SHELTERS. Coward McCann 1979. (2-5)
 Describes the basic types of shelters found in different geographical regions of the world including igloos, longhouses, and Amazon River houses.

International Labor Office. 300,000,000 and TIME FOR TRANSITION. ILO 1975-76. (4-7)
 Two comic books present problems of inflation and production.

* Macaulay, David. UNDERGROUND. Houghton 1976. (6-9)
 The subways, sewers, building foundations, telephone and power systems, columns, cables, pipes, tunnels that form the supporting system for a large modern city.

* McNulty, Faith. HOW TO DIG A HOLE TO THE OTHER SIDE OF THE WORLD. Harper 1979. (2-4)
 A child takes an imaginary 8000-mile trip through the earth to the other side and back again.

* Millen, Nina. CHILDREN'S FESTIVALS FROM MANY LANDS. Friendship Press 1977. (3-8)
 A collection of folk and Christian festivals from around the world.

* Millen, Nina. CHILDREN'S GAMES FROM MANY LANDS. Friendship Press 1965. (3-8)
 Children's games from around the world, related to the climate and culture of their origin, with notes about the many similarities among games.

* Miner, Ruth Allan. DAYS TO CELEBRATE. Jane Addams Peace Association 1978. (4-8)
 A collection of folklore, popular astronomy, biography, amateur psychology, sociology and projections for the future explain the selection of individuals who were judged eccentric or controversial in their lifetimes for honor here.

* Norris, Louanne. OAK TREE DIES AND A JOURNEY BEGINS. Crown 1979. (3-6)
 A big, old oak tree on the bank of a river is felled by weather and age, then it travels out to sea and is claimed eventually from the beach for driftwood.

- * Price, Christine. DANCE ON THE DUSTY EARTH. Scribner 1979. (4-6)
Examines the folk dances of many cultures that have been handed down from one generation to the next.
- * Price, Christine. HAPPY DAYS. Burton 1969. (2-8)
Describes the celebration of special days in the lives of children throughout the world.
- * Temko, Florence. FOLK CRAFTS FOR WORLD FRIENDSHIP. Doubleday 1976. (3-8)
Crafts from around the world with information about them and how to do them. Includes crafts that go with celebrations.
- * Trundle, Roma. PEOPLES OF THE WORLD. Usborne 1978. (4-8)
Shows the variety among people in language, money, food, clothing and dress, crafts, religion, celebrations, music and dancing.
- * Ventura, Piero. BOOK OF CITIES. Random 1975. (2-4).
Shows what it is like to live in a city by presenting the features of many well known world cities.
- * Walker, Barbara, Comp. LAUGHING TOGETHER. Four Winds 1977. (4-8)
A collection of jokes, cartoons, riddles, rhymes and short tales from around the world, with many jokes in the original language as well as English.
- Weinheimer, George. STORIES FROM THE LEGEND OF KRISHNA. Educational Resources Center, New Delhi nd. (5-8)
A collection of Indian crafts having some part of the Krishna story as theme accompanied by stories about Krishna's life leading to his overthrow of the tyrant Kansa.
- Williams, Julie. EDUCATION FOR JUSTICE, PEACE AND HUMAN VALUES. Gobal Education Associates nd. (k-6)
A compilation of songs using familiar tunes or having chords indicated including 'It's a Small World', 'Free to Be You and Me,' 'It's up to You and Me'.

Periodicals

Arizona. Department of Education. ALERT NEWS BULLETIN. Phoenix. weekly (during the school year, monthly during the summer)
Announcements of conferences, institutes, information on materials available, news notes.

Association of Teachers of Latin American Studies. PERSPECTIVE. Brooklyn. Announcements of conferences, curriculum materials available, bibliographies and news notes about people.

THE BRIDGE. Systran Corporation (Denver). quarterly. (sample issues only)
A review of cross-cultural affairs and international training.

* **CHILDHOOD EDUCATION.** Association for Childhood Education International. 5 issues per year. Teaching strategies, curriculum developments, book reviews, research on childhood education from infancy to early adolescence.

CHINA UPDATE. Midwest China Study Resource Center, Schools Outreach Program, St. Paul, Minnesota.
Newsletter report of activities of the center and information on China.

CHINA PICTORIAL. People's Republic of China. monthly. (sample issue only)
Lush picture magazine presenting the most attractive features of the country.

EDUCATIONAL LEADERSHIP. Journal of the Association for Supervision and Curriculum Development. Alexandria, Va. 8 issues monthly, October-May.
Information for persons interested in curriculum instruction, supervision and leadership education.

EDUCATION TIMES. Institute for Educational Leadership, Washington, D.C. weekly.
In tabloid newspaper format, began publication January 21, 1980, provides items of interest to the educational community.

Global Perspectives in Education, Inc. CLEARING HOUSE MEMO. New York.
Includes the Global Perspectives in Education NEWSLETTER, announcements and lists of materials received.

* **JAPAN FOUNDATION NEWSLETTER.** Tokyo.
Reports of events in Japan and cultural exhibits sent to the U.S.

* **JOURNAL OF GEOGRAPHY.** National Council for Geographic Education, Houston, Texas. monthly. (sample copy)
Teaching ideas and information of interest to the educational community.

* **LINK.** Americans for Middle East Understanding. bimonthly.
Tries to spread understanding of the history, values, religions, culture and economic conditions of the Middle East.

- * MIDDLE EAST NOTEBOOK. National Committee for Middle East Studies. Information on countries of the region.
- PLANET EARTH. Planetary Citizens, New York. (sample copy) Published along with ONE FAMILY newsletter including articles, poems, and notes focusing on global education.
- REFERENCE SHEET ON WORLD HISTORY AND GLOBAL PROBLEMS. ERIC Clearing House for Social Studies, Social Science Education. Selective information about professional organizations, curriculum materials, including textbooks, multi-media materials, games, simulations.
- * SCHOLASTIC LANGUAGE ARTS AND CURRENT EVENTS MAGAZINES. Scholastic. SPRINT activities to develop and improve reading skills; LET'S FIND OUT (Kindergarten) activities in language arts, math, social studies, science; NEWS PILOT (1st grade) issue focuses on theme, sample had fold-out map activity; NEW RANGER (2nd grade); NEWS TRAILS (3rd grade); NEWS EXPLORER (4th grade); NEWS CITIZEN (5th grade); NEWS TIME (6th grade); JR. SCHOLASTIC (6-8); News magazine from NEWS PILOT to JR. SCHOLASTIC provide information on current events, focus on developing map skills, and incorporate the development of other academic skills into materials.
- * SCIENCE AND CHILDREN. National Science Teachers Association. 8 issues per year. Articles on science topics, teaching methods, sky calendar, news notes, association news.
- * SOCIAL EDUCATION. National Council for the Social Studies. 7 issues per year. Teaching strategies, research, critique and commentary on teaching methods, reports of meetings. (See special global education issue Jan 1977).
- * UNESCO COURIER. monthly. Issues focus on a theme and trace its history around the world, showing contributions of many cultures to modern knowledge.
- UNICEF NEWS. United Nations Childrens Fund. quarterly. Articles on the work of the Childrens Fund and information about countries served.
- UNICEF'S WORLD. U.S. Committee for UNICEF. A newspaper for students describing the work of UNICEF and suggesting ways they may help. Issued annually, free on request.
- United Nations. FAO FREEDOM FROM HUNGER CAMPAIGN/ACTIVITIES FOR DEVELOPMENT. every other month. Provides ideas and activities for educators and others every other month.
- United Nations. Development Education Exchange Service. FAO ACTION FOR DEVELOPMENT. bi-monthly. Describes the content and methods of development of education and of active programs.
- WORLD EAGLE. monthly resource of up-to-date maps, facts, charts. Comparative current data. National and global information with contents adaptable by the teacher to different courses and levels. JUNIOR EAGLE. current social studies resource for younger readers.
- WORLD EARTH PAPERS. Global Education Associates. A series of monographs on Global Education concerns.

Audio-Visual Materials

American Forest Institute. Posters: GROWTH OF A TREE AND FORESTS AND TREES OF THE U.S. AFI nd. (k-6)

GROWTH OF A TREE shows progress from seed to sapling and all the parts of a tree. FORESTS AND TREES OF THE U.S. shows the location of U.S. Forests on a map and has inset pictures of 28 different trees with a seed and a leaf.

*ASSOCIATED PRESS WORLD NEWS MAP. Esseite Map Service 1978. (4-8)

A world map designed to help students understand front page news with inserts that show time zones, polar projections, racial distribution, world religions, and energy consumption and production.

BREAD AND JUSTICE PROGRAM. Paulist Press 1979. (7-12)

Three sound filmstrips: BREAD, JUSTICE AND TRADE, BREAD, JUSTICE AND GLOBAL INTERDEPENDENCE, and BREAD, JUSTICE AND MULTINATIONAL CORPORATIONS present the need for the development of a new economic order that will provide justice, redistribution of power, and supporting interdependent life style by making the needs of others as important as our own. A book, BREAD AND JUSTICE, by James B. McGinnis is part of the program and offers activities to help students understand the real effects of hunger and poverty.

*Corren, Judy. PEOPLE AND PLACES. Creative Teaching Press 1978. (k-3)

Contains activities and reproducible pages for primary children. Emphasis is on studying people from other countries, how they are like us and how they differ from us.

DISCOVERING THE WORLD. Spoken Arts 1970. (k-6)

Four sound filmstrips and a guide with the titles Universal Language of Children, with art and songs by children of different countries with the themes home, flowers, animals, birds and family; Cultural Dignity which shows ancient and contemporary Mexican-American and Spanish crafts that meet the universal need for buildings, for clothing, for ornaments and jewelry, and utensils and animal sculpture. Last film called Masks has the role of medicine men in various cultures and the world of imagination, play, magic and learning to be found behind masks.

FOLK SONGS OF MANY PEOPLE. Bowmap 1966. (k-6)

Popular songs explained within the context of cultural tradition- Funiculi, Funicula (Italy), Bendemeer's Stream (Ireland), Before dinner (Congo), Kookaburra (Australia), Soldier, Soldier (England), Hawaiian Rainbows (Hawaii), Japanese Rain Song (Japan), All Through the Night (Wales), Men of Harlech (Wales), Mystic Number (Austria), Ah, Lovely Meadows (Czechoslovakia), Jack Was Every Inch a Sailor (Canada), O Praise Jehovah (U.S.).

CHILDREN'S SONGS OF OUR PACIFIC NEIGHBORS. - Bowmar nd. (k-6)

Two filmstrips and a tape with a guide present the songs within the context of their cultural traditions- Hawaiian Islands: Green Rose Hula, Luau, Alekoko; Japan: National Anthem, Sakura, Pictured Parasol, Traveler's Song; China: Song of Fong-Yang, Song of the Hoe, Flute Song; Laos: Dawn in Laos; Philippine Islands: Planting Rice, Village Fiesta, Leron; New Zealand: Music of the Maoris, Titi Torea; Tahiti: E Pari Ra, Horue; Fiji Islands: Farewell Song.

FUN WITH TANGRAMS KIT. Center for Teaching about China 1977. (2-6)

Includes two complete tangram sets and activities and puzzles for using them.

ETHNIC STUDIES, THE PEOPLES OF AMERICA: ETHNIC FOODS. Educational Design 1973. (5-8)

Sound filmstrip about a display case in an American supermarket for ethnic foods, ethnic food shops, strange foods- snails and squid, food and religion, kosher market, ethnic bread and dumplings, sandwiches, and Chinese cooking techniques.

INDUS-BARER SIMULATION GAME, MAKE YOUR OWN KIT. Educational Resource Center New York State Dept. of Education nd. (5-12)

Game taken from a stereotyping unit of a curriculum module on Prejudice and Discrimination that is very similar to Rafa Rafa.

Instructo Learning Center. TOURING REGIONS OF THE WORLD. Instructo 1976. (4-6)

Activities to reinforce student knowledge and understanding of the world, using a world map, game board, score card, activity card, 16 fact game cards, 4 game markers, 5 ditto worksheets and 12 travel folders from Australia, Brazil, Canada, India, Israel, Japan, Nigeria, People's Republic of China, Saudi Arabia, Sweden, USSR, and USA.

* Iowa Energy Policy Council. ENERGY CONSERVATION ACTIVITY PACKETS, Grades k-6. Iowa Department of Public Instruction nd
Five loose-leaf books that contain activities appropriate to grade levels that deal with energy uses and conservation. The valuing process is emphasized throughout. Teaches a conservation ethic in regard to energy.

Lenz, Russell. GLOBAL PERSPECTIVE MAPS. World Eagle 1979 (c1968). (5-12)
Maps that show parts of the world from unusual points of view: Central Africa as seen from South Africa, Mideast as seen from Israel, U.S. as seen from Canada along with seven others.

National Council on the Social Studies Conference, Portland, Oregon, November 1979. TAPES OF KEY ADDRESSES. (adult)

Contents: QUEST FOR A GLOBAL PERSPECTIVE, by Nagayo Homa.- KEYNOTE ADDRESS, KENNETH COULD LECTURE, by Professor Max Lerner.- CONTRIBUTIONS OF HISTORY AND GEOGRAPHY TEXTBOOKS TO US/USSR RELATIONS, from the USSR, Professor Virginia Pavlova and from the U.S. Dr. Howard Mehlinger.

PICTORIAL CHARTS EDUCATIONAL TRUST. England nd. (3-8)

Poster and guide show the wildlife, plants, animals, and economics of global regions: TEMPERATE GRASSLANDS, MEDITERRANEAN LANDS, TROPICAL GRASSLANDS, HOT DESERTS, AND TROPICAL RAIN FORESTS.

PICTORIAL CHARTS EDUCATIONAL TRUST. England nd. (3-8)

Japanese Life: Family Life, Traditions, Religion, Education, and Work.

PICTORIAL CHARTS EDUCATIONAL TRUST. England nd. (3-8)

Four posters and guide: THE BEDOUIN.

POWDERHOUSE SIMULATION GAME. Simile 11. (3-6)

An elementary version of 'Starpower' without the depth of 'Rafa Rafa'. Through trading a society of haves and have-nots is created; subsequent trades can permit the acquisition of greater wealth but mobility is not high. One group is given power to make rules, so they will usually make some that will enhance their power, then the other groups react.

PUZZLE MAP OF THE PEOPLE'S REPUBLIC OF CHINA. Center for Teaching about China nd. (5-7)

An inlaid board map with removable provinces and topography of the country underneath.

* RAFA RAFA, A CROSS CULTURE SIMULATION. Simile 11. (5-12)

This is a children's version of the adult cross-cultural, 'Bafa Bafa,' whose purpose is to help children understand cultural differences, to introduce the importance of speaking in descriptive rather than evaluative terms about other cultures, and to begin the study of characteristics, values and qualities of different cultures.

* SCIENCE ACTIVITIES IN ENERGY. U.S. Dept. of Energy Technical Information Center 1979. (4-6)

Experiments to illustrate certain principles and problems related to various forms of energy and to their development, use and conservation. Activities require materials readily available and assume limited science knowledge on the part of the teacher.

Simpson, Cecil. TOPSY TURVY WORLD, music by Betty Simpson. score and tape of children's song about geographical locations.

Simpson, Betty. "Let Me Grow as I be..." (poem) translated in German, Navajo, Spanish, French, Russian and Chinese.

Srinivasan, Lyra. CROSS CULTURAL STUDY PRINTS 1978. (4-8)

Prints made in developing countries to give some idea of the UN Development Program showing people of all ages at work and at play.

- * UNICEF COLOR PICTORIAL EXHIBIT. UNICEF nd. (2-12)
Pictures of children around the world who are receiving help of some kind from UNICEF.
- * UNICEF MUSICAL MEDIA SHOW. U.S. Committee for UNICEF nd. (3-6)
A recording of 'Songs for a Peaceful World', and instructions for making a slide show, shadow puppets, story transparencies and a filmstrip.
- * UNICEF'S CHILDREN IN SCHOOL. UNICEF nd. (2-12)
Photographs of children of twelve nations in school or other educational settings.
- VEC NEWS PROGRAM. Vec, Inc. weekly. (4-9)
A news program that includes a weekly newspaper plus filmstrip. Narrative guides to the filmstrip are on three different concept and activity levels. Filmstrip content is largely news photos, maps, graphs and editorial cartoons.
- * WATER STUDY PACKET. Salt River Project 1978. (5-8)
Information on the Salt River Project's role in assuring water rights and a stable water supply with a guide to water study resources.
- WHO OWNS THE OCEANS? Current Affairs Films 1977. (7-12)
A sound filmstrip to show students just how significant this question being debated in the world today really is, to stimulate their thinking to possible answers and what those answers might mean to the world's future.
- * WORLD GAME. Earth Metabolic Design 1979. (5-8)
A game in which players propose, evaluate and communicate strategies to produce life support by better investing the earth's resources to meet humanity's needs.

Bibliographies and Lists of Resources

* African-American Institute. AFRICAN RESOURCES FOR SCHOOLS AND LIBRARIES. African-American Institute 1977. Organizations, basic books and references, periodicals, films in an annotated list.

Asia Society. ASIA IN AMERICAN TEXTBOOKS. Asia Society 1976.

Evaluation of 306 social studies texts used in 50 states as of early 1975. Read by over one hundred experts who examined them for accuracy and authenticity, underlying assumptions and approaches, attitudes toward Asian life and culture, use of primary sources, style and tone, format and illustrations, attitudes toward women, and qualifications of authors and consultants.

Asia Society. HIGHLY RATED ELEMENTARY AND SECONDARY SOCIAL STUDIES BOOKS. Asia Society 1977.

Groups books by grade level with extensive annotations which warn of limitations as well as praise and describe. More titles for senior high school courses.

Beirne, Margaret. PEACE STUDIES, ANNOTATE BIBLIOGRAPHY. Manhattan College 1972.

Bibliography of materials in the college library on conflict, aggression, prejudice, violence, military personnel and weapons.

* Castel, Helene. WORLD DEVELOPMENT: AN INTRODUCTORY BIBLIOGRAPHY. Joint Commission on Education of the Board of Missions of the United Methodist Church 1971. Annotated list of resources grouped by format. Booklists arranged geographically with no annotations.

Cross Cultural Learner Center. TEACHING INTERNATIONAL PERSPECTIVES. Cross Cultural Learner Center 1979.

A guide to audio-visual and print resources on Africa, Asia, the Caribbean and Latin America for primary grades. Has annotations and the materials are current and readily available.

* Czarra, Fred. DIRECTORY OF RESOURCES- GLOBAL/INTERNATIONAL EDUCATION. Social Studies 1979.

A list of organizations with their publications and a brief bibliography that includes instructional materials.

Fowler, Kathryn. HUNGER WORLD FOOD CRISIS. National Science Teachers Association 1977.

Separate annotated reading lists for teachers and for students at seven grade levels along with guides to available films and curricular materials and a listing of organizations and agencies involved in food and hunger issues. Items selected for appropriateness for classroom use and for general availability.

- * Hall, Susan J. AFRICA IN U.S. EDUCATIONAL MATERIALS. African-American Institute 1977. Presents common problems found in a sampling of educational print materials on Africa to increase the sensitivity of others to problems and limitations of materials they evaluate.
- Hawkins, John N. TEACHER'S RESOURCE HANDBOOK FOR ASIAN STUDIES. Committee on Comparative and International Studies UCLA 1976. Lists books, films, filmstrips, slides, records and tapes, maps and transparencies for pre-school through senior high for the areas of Asia by regions and the Pacific Islands.
- * Hinitz, Blythe F, ed. BIBLIOGRAPHY OF SELECTED RESOURCES FOR THE INTERNATIONAL YEAR OF THE CHILD. Sun Company 1978. A handbook of child care information resources available throughout the United States compiled into ten sections with such topics as Exceptional Children, Child Rights, Child Abuse and Minorities. Lists audio-visual materials, information clearing houses, books and articles and organizations, companies, schools and agencies that provide information about child care.
- Holtgrieve, Donald G. FIELD TRIPS IN GEOGRAPHIC EDUCATION: AN ANNOTATED BIBLIOGRAPHY. National Council for Geographic Education 1975. Experience gained from hundreds of field trips is detailed and successes and failures are analyzed. Ideas for creative learning are provided. Based on reports in journals 1960-1975.
- * Kenworthy, Leonard. FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS. 3d ed. Teachers College Press 1969. An annotated list of items costing 85¢ or less arranged by subject and country. Some highly biased, but are useful for propaganda purposes.
- * Makino, Yasuko. JAPAN THROUGH CHILDREN'S LITERATURE: A CRITICAL BIBLIOGRAPHY. Duke University Center for International Studies 1978. Bibliography prepared by a Japanese-American who has lived in Japan, arranged by subject- art, music, fiction, folklore, poetry and social studies. Books are evaluated for content and accuracy in portraying Japan.
- Miche, Patricia M. ELEMENTARY AND EARLY CHILDHOOD EDUCATION- SOME MATERIALS HELPFUL IN EDUCATING FOR JUSTICE, PEACE AND GLOBAL PERSPECTIVES IN EDUCATION. Global Education Associates 1977. Materials listed include teacher references and resources and curriculum materials arranged by subject area.
- * Michigan. Dept. of Education. GLOBAL EDUCATION BIBLIOGRAPHY. Michigan Department of Education 1976. A sampling of materials which place emphasis upon global interdependence and global awareness to aid in developing cognizance of educational ideas and programs.

* Nappi, Andrew. LEARNING ECONOMICS THROUGH CHILDREN'S STORIES. Joint Council on Economic education 1978. Annotated listing of children's stories for grades k-6 that have an economic theme. Also provides lists of research projects, selected articles related to economic education, journals, bulletins, professional organizations, and names and addresses of publishers.

Nesbitt, William A. TEACHING ABOUT WAR AND ITS CONTROL. University of the State of New York 1972.

A bibliography designed to aid the teacher in deciding what to teach about war and peace and how best to teach it. Includes different types of media and resource organizations, focusing on secondary education.

New York State Education Department. Center for International Programs. CURRENT MATERIALS FROM THE EDUCATIONAL RESOURCES CENTER, NEW DELHI, INDIA. New York State Education Dept. 1979.

An annotated list of selected print and non-print teaching materials arranged by grade level.

* Noble, Steven J., compiler. LEARNING ABOUT GLOBAL COOPERATION AND THE UNITED NATIONS SYSTEM: AN ANNOTATED CURRICULUM RESOURCE GUIDE. UNA School Resource Collection nd.

A list of materials about ways of teaching about the United Nations which include many with global perspectives and materials that provide information about the work of the United Nations.

Posner, Arlene. CHINA, A RESOURCE AND CURRICULUM GUIDE. University of Chicago Press 1976.

A guide to curriculum units, audio-visual materials, books, periodicals and resource centers including some from the People's Republic of China with useful critical annotations and essays on teaching about China.

Stensland, Anna Lee. LITERATURE BY AND ABOUT THE AMERICAN INDIAN. National Council of Teachers of English 1979.

Annotated bibliography focusing on literature and biography with grade level indications and subject arrangement. Includes biographies of selected Indian authors and lists of curriculum guides and aids for teachers.

Stone, Frank A. MULTICULTURAL AND WORLDMINDED TEACHING. World Education Project, University of Connecticut 1973.

Annotated bibliography of sources for studying and teaching about cultural diversity, global order and the Third World organized under eight headings: African studies, Asian studies, development education, ethnic studies, Latin American studies, Middle Eastern studies, peace studies and teaching for world understanding. Commercial texts and curriculum units are omitted.

* U.S. Committee for UNICEF. Information Center for Children's Cultures.

BIBLIOGRAPHIES AND PUBLICATIONS. U.S. Committee for UNICEF.

Handouts include critically annotated lists of children's books about countries of the world focusing on Latin America, Africa, Asia and countries behind the Iron Curtain and units promoting cultural awareness through such activities as letter-writing, cultural awareness of folklore, foods, festivals, games and crafts.

Weiss, Robert. RESOURCE GUIDE FOR EAST ASIA. East Asia Resource Center
University of Washington 1977.
A guide to films available in Washington State on China, Japan and
Korea. Lists resource centers and audio-visual materials in various
formats.

* World Bank. CATALOG OF PUBLICATIONS. World Bank 1979.
An annotated listing of free publications and items for sale on
worldwide economic and social development.

ANNOTATED LIST OF MATERIALS IN THE RESOURCE CENTER OF THE
ARIZONA PROJECT IN CITIZEN EDUCATION FOR CULTURAL UNDERSTANDING

SUPPLEMENT

July 1980

- * Abrams, Grace Contrino. LEARNING PEACE. Jane Addams Peace Assn 1974. A unit for grades 7-12 to help the student develop an interest in peace and perhaps help him come to the realization that it is possible.
- * Abrams, Grace Contrino. PEACE IS IN OUR HANDS. Jane Addams Peace Assn 1974. A resource unit for developing self-esteem and empathy with others while building world citizenship.
- * Anderson, Lee. SCHOOLING AND CITIZENSHIP IN A GLOBAL AGE. (summarization). The Mid-America Program for Global Perspectives in Education 1978. Provides evidence of increasing global interrelatedness and highlights the importance of finding appropriate educational responses to a world characterized by tremendous increases in transnational interactions.
- * Becker, James M. EDUCATION FOR A GLOBAL SOCIETY. Phi Delta Kappa Educational Foundation 1973. Threats to human survival are global in nature and we need an education about the world as a unit, including political and economic interdependence instantaneous world-wide communication, issues of global ecology, and rapid international travel.
- * Braisted, Paul J. ed. RECONSTITUTING THE HUMAN COMMUNITY. Hazen Foundation 1972. An examination of contemporary culture to provide a basis for the establishment of educational and cultural exchanges.
- * Hall, Edward T. BEYOND CULTURE. Doubleday 1976. Explores man's relationship to his culture and his need to transcend the limitations imposed by his institutions and philosophies.
- * Hantula, James N. INTRODUCING ASIAN STUDIES IN ELEMENTARY EDUCATION - CHINA AND INDIA. Ohio State University 1972. Teaching units for 4th-6th grades - one introduces the Chinese community, the other, rural and urban India.
- * Hoover Institution on War, Revolution and Peace. REPORT. Stanford University. A report on the year's activities of the Institution that includes a listing of research being done by fellows and of publications.
- * King, David C. CONFLICT, PT. A, K-3, PT. B, 4-6. Center for Global Perspectives 1976. Topics, ideas and questions which may be inserted in existing curricula to help students better understand the concept of conflict as both good and bad.
- * Larkin, Bruce. EDUCATION FOR CITIZENSHIP. NASSP 1977. Discusses the need for citizenship education, some approaches to it and offers examples of some programs of the various types.
- * Miller, Carl S. compiler. ROCKABYE, LULLABIES OF MANY LANDS AND PEOPLES. Chappell 1975. Lullabies drawn from the folklore of many peoples of the world with notes on their sources and an English translation of their lyrics.

- * Miller, Carl S. SING, CHILDREN, SING. Chappell 1972.
Festival songs, singing games, lullabies, greeting songs, and other folk songs from around the world.
- * Sealey, Leonard. OPEN EDUCATION. Hazen Foundation 1977.
Describes how open education finds expression in some classrooms, the rationale behind the practice, and considers some of its virtues and problems.
- * U.S. Department of Commerce. ARIZONA EXPORTS. U.S. Dept of Commerce 1978.
A report on the types of exports and their volume in 1976 that shows an increasing world market for Arizona products.

Audio-Visual Materials

- * RAND McNALLY CURRENT EVENTS WORLD ATLAS. Rand McNally 1968.
Four-color maps of the world with brief tables of world facts and comparisons and information on principal cities.

Bibliographies and Lists of Resources

- * Center for Teaching About China. PUBLICATIONS.
- * Ethnic Heritage Studies Clearinghouse. BIBLIOGRAPHIES.
Bibliographies on Ethnic Americans: Appalachian, Asian, Black, Chinese, Eskimos, French, Irish, Italian, Japanese, Jewish, Mexican, Polish, Puerto Ricans, Scandinavian, Vietnamese, and Bibliography of K-12 Bilingual (Spanish) Materials.
- * Illinois University. AFRICAN STUDIES PROGRAM. PUBLICATIONS.
- * Michigan University. EAST ASIAN STUDIES. PUBLICATIONS.